

An Analysis of Local and Target Culture Integration in English Textbooks

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Abstract: This study aimed to find out the percentage of local culture integration and target culture integration in the selected English textbooks for senior high school "English Zone" and "Interlanguage". This research design was a content analysis with 1487 paragraphs and 638 pictures as the study data. The procedure of analyzing the data started by classifying the data into local or target culture division then it was analyzed based on Byram's cultural content checklist (1993) while the pictures were simply classified into local culture or target culture. The result of the analysis was made in the form of percentage. The results show that for analysis of the paragraph, the percentage of local culture integration in *English Zone* is 31,23 % and in *Interlanguage* is 9,6 % meanwhile the percentage of target culture integration in *English Zone* is 10,17% and in *Interlanguage* is 11,02%. For the picture analysis, the percentage of local culture integration in *English Zone* is 6,43 % and in *Interlanguage* is 18,2% meanwhile the percentage of target culture integration in *English Zone* is 12,41% and in *Interlanguage* is 20 %.

Keywords: analysis, local culture integration, target culture integration, English textbooks

Abstrak: Penelitian ini bertujuan untuk mengetahui persentase integrasi budaya lokal dan integrasi budaya target dalam buku teks bahasa Inggris yang dipilih untuk SMA "*English Zone*" dan "*Interlanguage*". Desain penelitian ini adalah konten analisis dengan 1487 paragraf dan 638 gambar sebagai data penelitian. Prosedur analisis data dimulai dengan mengelompokkan data ke dalam divisi budaya lokal atau target, lalu dianalisis berdasarkan ceklis *Byram's cultural content* (1993) sementara gambar hanya diklasifikasikan ke dalam budaya lokal atau budaya sasaran. Hasil analisis dibuat dalam bentuk persentase. Hasil penelitian menunjukkan bahwa untuk analisis paragraf, persentase integrasi budaya lokal dalam *English Zone* adalah 31,23% dan di *Interlanguage* adalah 9,6% sedangkan persentase integrasi budaya sasaran dalam *English Zone* adalah 10,17% dan di *Interlanguage* adalah 11,02%. Untuk analisis gambar, persentase integrasi budaya lokal dalam *English Zone* adalah 6,43% dan di *Interlanguage* adalah 18,2% sedangkan persentase integrasi budaya sasaran dalam *English Zone* adalah 12,41% dan di *Interlanguage* adalah 20%.

Kata kunci: analisis, integrasi budaya lokal, target integrasi budaya, buku cetak bahasa Inggris

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Language is an important thing for people as a means of communication. It cannot be studied without contents, cultures or wisdoms of its community or nation. And culture cannot be expressed and communicated without language. As any language is inseparable from its culture (Williams, 2010), teaching a new language will inevitably involve teaching a new culture. Meanwhile, English as an international language which is used as a means of communication among nation in the world either in spoken or written interaction makes the interest in learning English grow very rapidly. Ramelan (1992, p. 2) said that English is the first foreign language to be taught in Indonesia. It is taught from elementary school up to university.

Regarding the relationship between an international language and culture, Smith (1976, cited in McKay, 2003) posited some assumptions: Learners of an international language do not need to internalize the cultural norms of the native speakers of that language, the ownership of an international language becomes denationalized and the educational goal of learning an international language is to enable learners to communicate their ideas and cultures to others. So, the teaching of English should put forward to capturing target culture, but unnecessarily neglect the local culture. It should embed not only the target culture, but also other non-native cultures of periphery nations. Responding to the emergence of non-native varieties of English and to the fact that people from non-native countries of English communicate in English, teaching-learning materials and activities should also cover the nonnative cultures of English (Syahri, 2010, p. 48).

Furthermore, the 2003 Act of the Republic of Indonesia on the National Education System suggests the teachers' responsibility for maintaining the Indonesian national culture, rooted on the values of religion and local wisdoms. As textbooks are generally considered to be the major source of the teaching materials, they have an important role in integrating cultures or cultural elements in the teaching and learning process. When talking about English textbooks, there are many types of English text books which can be found on the market today.

but the existence of local cultural content contained in the book is still questionable.

According to Sapir (2002), language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols. It is used to express thoughts and to communicate information. Meanwhile culture is defined by Llorca (2004) as synonymous with the ways of the people and structured systems of patterned behaviours. Wardhaugh (2002) maintains that language determines thought and culture, language influences thought and culture, culture influences people's language and language and culture influence each other. In principle, a textbook is a book written for the teacher(s) and the students in a class or a school, which present a set of teaching and learning materials in a subject or closely-related subjects. A textbook can take the form of printed materials for the students to read or printed materials plus tasks for the students to carry out.

Culture is an important aspect in ELT textbooks. Kramsch (1993) states that language and culture are inseparable. EFL learners acquire both target language and culture. It is part of the communicative competence which includes cultural understanding, conversational routines, and the target society's norms and values. Research has shown that ELT textbooks contain representations of culture and society. Textbooks include cultural representations of different cultures around the world.

Three categories of culture presented in textbook in this study were based on the idea of Cortazzi & Jin (1999). They distinguish three categories of cultural information that can be used in language textbooks and materials. **Target culture materials** usually focus on one or two target cultures, such as the United Kingdom, United States. The textbooks of this category are the most popular instruction materials in the EFL context. Though widely used all over the world, they are often criticized for their commercial nature and seen as publishers' promotional materials. **Source/ Local culture materials** refer to the textbooks which present language learners' own culture. Usually, these are the textbooks that are produced at a national level for a particular country. The main purpose of this category of

textbooks is to enable learners to talk about their own culture to foreign visitors to their country rather than be prepared to encounter other cultures. International target culture materials involve textbooks that include a wide variety of cultures set in English-speaking countries or in countries where English is not a first or a second language, but is used as an international language. Cortazzi and Jin (1999) maintain that the rationale for this category is that speakers who do not speak it as their first language frequently use English in international situations.

Evaluating textbooks is a complicated process. Therefore, various textbook evaluation checklists have been provided to help teachers to choose teaching materials that best meet the aims of the course as well as the needs of students. Already published in 1974, Elizabeth Joiner's evaluation form for examining the cultural content of foreign language textbooks has frequently been quoted and used for follow-up studies. One of the most prominent researchers on intercultural learning and cultural content in the classroom is Michael Byram (1989; 1993; 1997). Focusing on cultural content in foreign language textbooks, he has published a list of criteria examining the extent and methods of how culture is presented. These include, among others, sociological factors such as social class and social interaction, but also historical and geographical aspects. Further categories are stereotypes and national identity i.e. if 'typical' national symbols appear in the textbook. While Byram's criteria do seem like an extensive version of Joiner's framework, they include more aspects on society, addressing various cultural sectors. Hence, these criteria are far more in-depth and critical. Furthermore, there is also a focus on beliefs and behaviour (e.g. moral, religious) and, among others, ethnic minorities. In terms of the cultural content, Byram's checklist that has already presented can be used.

Another approach to textbook evaluation is given by Jack C. Richards (1993). He speaks of a "demystification" of textbooks. That means that the given information must not be taken for granted but rather be questioned critically. Textbook contents should be scrutinized closely and objectively. Richards suggests a two-stage

process, in which the material is first examined and categorized into its different functions, such as teaching or practising language content, learning skills or tasks, which are related to real life. In a further step different kinds of activities are identified in order to become aware of how an item or task can be presented or worked on.

Considering this fact, this study intended to analyze the percentage of local culture integration compared with the percentage of target culture integration in the English textbooks for senior high school in Palembang.

METHOD

This study was a content analysis study to reveal the cultural content in English textbooks for senior high school. However, this study also employed the element of quantitative in the form of how the data are recorded in percentages then illustrated by table to make it more comprehensible. In this study, two recording units were used: (paragraph) and (picture). All the paragraphs were investigated. If one paragraph presented cultural content, it would be placed under the suitable category. The context unit of paragraphs was all the reading passages found in the English textbook. The objects of the investigation of this study were English textbooks used for senior high school based on KTSP curriculum published by Erlangga publisher and Pusat Perbukuan Departemen Pendidikan Nasional. Each textbook consists of one set textbook with the same title used for X, XI, XII grades. From Erlangga publisher, the textbooks are *English zone 1*, *English Zone 2*, *English Zone 3* with the author is Eka Mulya Astuti (2010). And from Pusat Perbukuan Departemen Pendidikan Nasional, the textbooks are *Interlanguage X*, *Interlanguage XI* and *Interlanguage XII* (for science and social program) with the author is Joko Priyana (2008). The study used Byram's (1993) checklist of cultural content. Byram's criterion is more comprehensive and practical. It covers almost every aspect of the culture from the spirit to the material infrastructure. So the reporter chose Byram's checklist as the basic theory to collect, analyze and evaluate the data of the cultural content in the chosen textbooks. The checklist consists of 8 categories and each category is

divided into subcategories. The data collected from Byram's cultural content checklist was analyzed by categorizing them into local culture category, target culture category, and international culture category and further quantified manually using percentages to provide support in answering research questions one and two.

RESULTS

From the paragraph analysis, the findings can be summarized in this following table.

Table 1. Summary of Local and Target Culture Integration Percentage in English Zone and Interlanguage for Paragraph

BOOK	LOCAL CULTURE	TARGET CULTURE
English Zone	31,23%	10,17%
Interlanguage	9,6%	11,02%

As seen in table 1, the percentage of local culture integration in *English Zone* series is 31,23 % meanwhile the percentage of local culture integration in *Interlanguage* series is 9,6 %. And the percentage of target culture integration in *English Zone* series is 10,17% meanwhile the percentage of target culture integration in *Interlanguage* is 11,02%. The results show that *English Zone* is more salient in promoting local culture than *Interlanguage*. And if it is compared to target culture integration, the percentage of local culture integration in *English Zone* is higher. Meanwhile, *Interlanguage* is quantitatively balanced in integrating local culture and target culture in its book content.

In promoting both local and target culture, *English Zone* and *Interlanguage* presented them through reading passages and the culture spread in eight categories of Byram's cultural content checklist.

In *English Zone*, category stereotypes and national identity, has great proportion in presenting local culture especially under subcategory famous people, famous monument, and famous folktales. It takes 153 paragraph

from 218 paragraph which contain local culture content. This result also appears in *Interlanguage* where this category coded the most total of collected data. From 76 paragraphs, there are 30 paragraphs presented local culture through this category. Furthermore, in *English Zone*, target culture integrated in 71 paragraphs and category stereotypes and national identity have 32 out of them. They were coded under subcategory famous people, famous monument, and famous folktales. And in *Interlanguage*, 87 paragraphs presented target culture and most of them coded under category stereotypes and national identity, too.

Under picture analysis, the percentage of local culture integration in *English Zone* series is 6,43 % with only 15 pictures from 233 pictures got in the whole series. Meanwhile the percentage of local culture integration in *Interlanguage* is 18,2% with 74 pictures from 405 pictures found in the whole series. So it happens contradictive with paragraph analysis in which *English Zone* promotes more on the local culture. Through pictures, *Interlanguage* inserted many local culture content. It is also found that *Interlanguage* is a textbook provided with many pictures and the model of picture theme of unit in *Interlanguage* used Indonesian people meanwhile in *English Zone*, most of picture theme of unit used Western people.

Table 3 Summary of Local and Target Culture Integration Percentage in English Zone and Interlanguage for Picture

BOOK	LOCAL CULTURE	TARGET CULTURE
English Zone	6,43%	12,41%
Interlanguage	18,2%	20%

The percentage of target culture integration in *English Zone* is 12,41% with 28 pictures from 233 pictures and the percentage of target culture integration in *Interlanguage* is 20 % with 81 pictures from 405 pictures found in the whole books. So, if we compare local culture integration percentage and target culture

Table 2 Distribution of Paragraph in English Zone and Interlanguage

Book	English Zone		Interlanguage	
	Local Culture	Target Culture	Local Culture	Target Culture
Social identity & social group				
Social class				
Regional identity	2	-	-	-
Ethnic minority				
Social interaction				
Differing levels of formality				
Nonverbal language				
Verbal Language	2	13	1	10
Greeting				
Gender				
Belief and behavior				
Moral, religious beliefs	11	3	-	3
Daily routines				
Social & political institution				
State				
Health care				
Law and order				
Social security	12	3	23	8
Local government				
Community service				
Business and industry				
Socialization and life cycle				
Family				
School				
Employment				
Media				
Ceremonies	19	18	16	15
Art				
Food				
Relationship				
Sport				
National history				
Historical events seen as markers of national identity	16	-	5	4
Contemporary events seen as markers of national identity				
National geography				
Geographic factors seen as being significant by members	4	2	1	10
stereotypes and national identity				
what is typical symbols of national identity	153	32	30	37
famous people				
famous monuments				
famous folktales				
Total	218	71	76	87

integration percentage in each textbooks, it shows that target culture is better promoted than local culture in each textbooks series.

CONCLUSIONS

There were some conclusions which could be described. From the analysis through paragraph in *English Zone* and *Interlanguage*, the results got were the percentage of local culture integration in *English Zone* series is higher than in *Interlanguage*. Meanwhile the percentage of target culture integration in *English Zone* and *Interlanguage* is almost same. But the comparison of local and target culture integration in both textbooks is different. *English Zone* promotes more on local culture meanwhile *Interlanguage* promotes balanced proportion of local and target culture.

Then, from the analysis through picture, the percentage of local culture integration in *English Zone* series is lower than in *Interlanguage* as well as the percentage of target culture integration. But in each textbooks, the percentage of target culture integration is higher than the percentage of local culture integration.

It can be concluded that *English Zone* promotes more local culture than *Interlanguage* through paragraph. In other hand, *Interlanguage* is richer in providing local culture picture than *English Zone*.

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