

An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang

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Abstract

This study aimed to find out the percentage of local culture integration and target culture integration in the English textbooks for senior high school in Palembang. This research design was a content analysis with 4058 paragraphs and 2587 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, from nine books series with different publisher analyzed in this study, five of the books have higher percentage of Local Culture which presented through reading passage, Mean while, under pictures analysis, six of them promote more salient in Target Culture.

Key Words: analysis, local culture integration, target culture integration, English text books.

1. Introduction

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. In addition, 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: 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; as 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. Therefore, 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, 2010:48).

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.

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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 Llurda (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. Kramersch(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. Commonly, the students and teachers of English come from the same cultural background with the same language too. It enables them to communicate and develop their ideas about the local culture they are familiar with than talk about the target culture which is new for them. Although nowadays, many students love to watch films from English speaking country and some of them intend to study abroad, it will not make them easily exploring the target culture as easy as they explore their local culture (Mckay, 2003).

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& 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.

There are studies in 2011 and 2012 discussed the analysis of English textbook. Firstly from Hermawan (2012) analyzed English textbooks for primary school published by Erlangga "Grow with English 4, 5, and 6." Using content analysis study, the data used was form of written text found in each textbook and classified in terms of Local culture, which refers to Indonesian culture and Non-local culture which refers to the foreign culture. Culture in this context is perceived in terms of Aesthetic Sense, Sociological sense, Semantic Sense, and Pragmatic (Sociolinguistic) Sense (Adaskou, Briten, and Fahsi 1990). Second, after classifying and recording the cultural loads in the text, the frequency of each dimension of culture is then converted to percentages for comparison purpose. The result was target culture was still more salient and disseminated in the textbooks compared with local culture.

The second is a study from Sugirin, Sudartini, Suciati, and Nurhayati (2011) also conducted a study. Investigated seven EFL textbooks of Junior High School used in Yogyakarta. The data used were in form of writing and picture which have inserted cultural elements then classified into knowledge, behaviors, and artifacts, in both western and Indonesian cultural contexts with the result was there were 409 western cultural elements and 739 Indonesian ones, but they were not followed by adequate explanations to anticipate confusion and misunderstanding.

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.

2. Methodology

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 and 2013 curriculum published by several publishers as shown in table below.

Book	Publisher	Author
English Zone 1 English Zone 2 English Zone 3	Erlangga	Eka Mulya Astuti
Inter language 1 Inter language 2 Inter language 3	Pusat Perbukuan Departemen Pendidikan Dan Kebudayaan	Joko Priyana
Real English 1 Real English 2 Real English 3	Esis	Peter James
English Alive 1 English Alive 2 English Alive 3	Yudhistira	M.J. Ari Widayanti, Rini Susanti Wulandari
Contextual English X Contextual English XI	Platinum	Bambang Sugeng, Noor Zaimah
English X	Bumi Aksara	Desmal Dardjis, Sophian Fanang, Aisyah Anwar
Advanced Learning English 1 Advanced Learning English 2	Grafindo	Herman Benyamin
Bahasadan Sastra Inggris X Bahasadan Sastra Inggris XI	Yrama Widya	Otong Setiawan Dj.
Talk Active 1 Talk Active 2	Yudhistira	Mulyono Lanny Kurniawan

This study used Byram's (1993) checklist of cultural content to collect, analyze and evaluate the data of the cultural content in the chosen textbooks.

Byram's criterion is more comprehensive and practical. It covers almost every aspect of the culture from the spirit to the material infrastructure. The checklist consists of eight categories of culture and each category is divided into subcategories. The eight categories are:

1. **Cultural identity and social group** which include groups within the nation or state which are the basis for other than national identity, including social class, regional identity, ethnic minority, and which demonstrate the complexity of individuals' social identities and of a national society.
2. **Social interaction** which includes conventions of behavior in social interaction at differing levels of formality, as outsider and insider within social groups
3. **Belief and behaviour** which includes routine and taken-for granted actions within a social group and moral and religious beliefs.
4. **Social and political institution** which includes state institutions, health care, law & order, social security, and local government.
5. **Socialization and life cycle** which includes family, school, employment, media, and ceremonies which mark passage through stages of social life.
6. **National history** which includes historical and contemporary events seen as markers of national identity.
7. **National geography** which includes geographic factors seen as being significant by members.
8. **Stereotypes and national identity** which includes what is typical or a symbol of a national identity or stereotypes, e.g., famous people or monuments. (Byram, 1993 cited in Alkatheery, 2011)

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. For paragraph data, paragraph which presented culture found in reading passage in English textbook classified into local culture, target culture, or international culture then it coded under eight categories and its subcategories found in Byram's checklist and further quantified manually using percentages to provide support in answering research questions one and two. Meanwhile for picture, it simply classified into local culture, target culture, and international culture then calculated to get the percentage of local and target culture integration in each book.

3. Results

From the paragraph analysis, the data was 4058 paragraphs found in 20 English textbooks analyzed in this study. The findings can be summarized in this following table.

Table 1: Summary of Local and Target Culture Integration Percentage in *the Selected Books* for Paragraph

BOOK	LOCAL CULTURE	TARGET CULTURE
ENGLISH ZONE	31,23%	10,17%
INTERLANGUAGE	9,6%	11,02%
REAL ENGLISH	6%	34,04%
ENGLISH ALIVE	19,01%	14,19%
CONTEXTUAL ENGLISH	13,89%	2,99%
ENGLISH	11,51%	11,27%
ADVANCED LEARNING ENGLISH	9,31 %	17,13 %
BAHASA DAN SASTRA INGGRIS	8,35 %	10,96 %
TALK ACTIVE	31,33 %	6,22 %

As seen in table, the percentage of local culture integration shows variation in each book. The results show that from nine books with different publisher analyzed in this study, five of the books promote more in Local Culture which presented through reading passage. The books are *English Zone*, *English Alive*, *Contextual English*, *English* and *Talk Active*. Meanwhile, four books are more salient in promoting target culture namely *Real English*, *Interlanguage*, *Advance Learning English* and *Bahasadan SastraInggris*.

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

Example of Paragraphs of the study

LOCAL CULTURE	TARGET CULTURE
TEBUIRENG, Indonesia (AFP) – Indonesia prepared Thursday to bury former president Abdurrahman Wahid, a moderate Muslim scholar who courted ties with Israel and staunchly defended the country's pluralist Traditions.	Boston is a nice place to live. There are lots of activities to do here. Last summer, for example, my family and I drove to Mt. Greylock, which is the highest point in Massachusetts, Measuring 3,491 feet! In the summer, it is usually around 32°C degrees, but in the winter, it gets very cold. It may read 5°C degrees on the Thermometer, but it feels like below zero with the wind! (<i>English Zone 1</i> , p.13)
Flag were flown at half mast as a sign of respect for the frail but pugnacious Wahid, who died in hospital on Wednesday evening, aged 69 from complications arising from diabetes and stroke. (<i>English Zone 1</i> , p. 168)	Many American teenagers start dating around the age of 15 or 16. It's common to go on dates with lots of different people before finding the right person to marry. What about Indonesian teenagers? (<i>English Zone 2</i> , p. 122)

Table 2: Summary of Local and Target Culture Integration Percentage in *the Selected Books* for Picture

BOOK	LOCAL CULTURE	TARGET CULTURE
ENGLISH ZONE	6,43%	12,41%
INTERLANGUAGE	18,2%	20%
REAL ENGLISH	4,99%	13,36%
ENGLISH ALIVE	7,05%	10,48%
CONTEXTUAL ENGLISH	25,07%	0,66%
ENGLISH	5,94%	7,4%
ADVANCED LEARNING ENGLISH	12,67 %	13,61 %
BAHASA DAN SASTRA INGGRIS	8,79 %	3,26 %
TALK ACTIVE	14,36 %	10,49 %

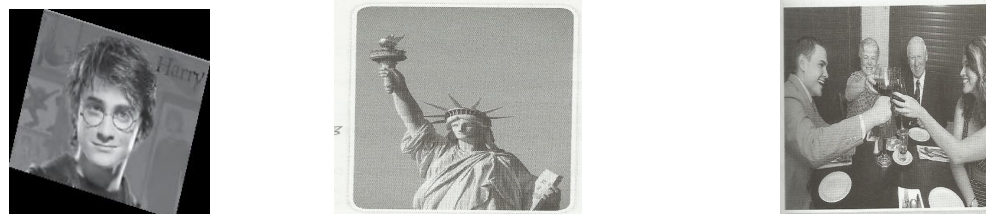
Under picture analysis, it can be seen clearly that the results show from nine books analyzed in this study, six of them promote more salient in Target Culture. So it happens contradict with paragraphs analysis when most of the books promote more in local culture.

Example of pictures of the study

Local Culture (Source : English Zone)



Target Culture (Source : English Zone)



4. Conclusions

There were some conclusions which could be described. From the analysis through paragraph, in *English Zone*, *English Alive*, *Contextual English*, *English* and *Talk Active*. the results got were the percentage of local culture integration is higher than the percentage of target culture. Meanwhile *Real English*, *Inter language*, *Advance Learning English* and *Bahasadan Sastra Inggri* have higher percentage of target culture integration. Then, from the analysis through picture, the percentage of target culture integration in *English Zone*, *Interlanguage*, *Real English*, *English Alive*, *English* and *Advance Learning English* is higher than local culture.

It can be concluded that from nine book series analyzed in this study, only half of total of books publishers are now aware in promoting local culture and half still have lack of local cultural content inserted in the books. Finding that none books reaches fifty percent of cultural integration percentage reminds that improvement of cultural content in English textbooks for Senior High School is needed. The last, Inserting balance proportion of local and target culture is an importance for books publisher to be considered.

Bringing back the result of the previous studies (Hermawan (2012) and Sugirin, Sudartini, Suciati, and Nurhayati (2011)) show that while in Primary school textbooks presents more on target culture through reading passage or paragraph while the existence of local culture has been integrated in the textbook but the percentage is lower than target culture. Junior High School English textbooks, the local culture integration is more salient promoted than target culture moreover through picture. This also happen in Senior High School English textbooks analyzed in this present study got result that through picture, local culture integration percentage is higher than target culture. This result supports McKay (2003) study that using the local cultures will make the process of learning English and exploring the cultures happen at the same time. Which means that the process of learning English occur in a reciprocal condition that students will use English to promote their culture and in the same time, they practice their English by talking about their culture.

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