The Representation of Local Culture in Indonesian Junior High School English Textbook; When English Rings a Bell Grade VIII

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ABSTRACT

Local cultural appearances in textbooks exist through visuals and textual artefacts. Local culture is presented differently as a cultural exhibition in the book. This paper aims to analyze the representation of local culture contained in the textbook. This qualitative study analyzed the junior high school grade VIII SMP/MTS textbook approved by Indonesian government published in 2017. This study employs Moran's (2001) cultural dimensions. Utilize two artefacts in the textbook: artefacts, images, and textual artefacts containing assignments and materials. Subsequently, four components are described visually and textually: product, practice, perspective, and person. Then, introducing the local culture: such as institutions, art forms, places, lives, and intellectual value. There are eight representations of local culture in materials and exercise textbooks. There is merely found the dimensions of perspective and product, and the researcher could not discover the representation of other sizes such as persons and practices.

Keywords: Local culture, EFL textbook, Indonesian junior high school

1.   INTRODUCTION

Local cultural content is necessary to use in textbooks as language teaching materials. It is supposed to maintain cultural awareness in students' minds (Bahrami, 2015). Furthermore, Tajeddin & Teimounezhad (2014) stated that culture is obtained as an essential part of language teaching materials. Therefore, teaching a language means learning culture because both are cohered (Afriani, Mirizon, & Sitijak, 2019). The various learning media typically used include text, images, semiotics, and others. Culture gives an essential role in learning and becoming efficient teaching material for students (Purwaningtyas, 2020). Furthermore, this indicates that cultural content plays a pivotal role

in teaching and learning, especially by making it easier for students to understand the material.

In another study, Weninger & Kiss (2013) explained that students' understanding of the meaning of culture was guided and facilitated through texts, pictures, and assignments. It also provides cultural education through images in the learning classroom. According to McGrath (2014), as cited in Faris, textbooks have cultural content. Textbooks play an essential part in giving students valuable meaning about new cultures of expressions and cultural similarities. Tomalin explains that culture is a fifth language skill after speaking, listening, writing, and reading. Also, teaching culture in EFL should include cultural knowledge, cultural value, cultural behavior, and cultural skills, as cited in (Ikromah, 2018).

Several relevant studies have been reviewed to recognize the subject of cultures. The study from Yuen (2014) showed that the most frequently appearing in these samples are entertainment, travel, and food from foreign cultures. Furthermore, the other three aspects, practices, perspectives, persons, are less frequently presented. Contrary to Afriani, Mirizon, & Sitijak (2019), persons appear most frequently than followed by-products, practices, perspectives, and communities. It means that the representation of culture in textbooks is diverse. We cannot conclude which one is more presented as cultural content in the textbooks. It also shows that various cultures demonstrate the local culture in the textbooks.

Similar to the study from Parlindungan, Rifai, & Safriani (2018), the author examines much cultural diversity in Indonesia in this research. It provides a new understanding for teachers to design language material by the cultural values contained in the book. In addition, Afriani (2019) showed that textbooks published by the government are the highest of cultural aspects related to Indonesian culture, observed by target and international culture target culture. Furthermore, two textbooks published by Erlangga present the target culture as the highest percentage, followed by the target culture of the source and international culture. In addition, Susanti and Syahri (2016) show that 5 out of 9 books have a higher percentage of Local Culture presented through reading material.

Meanwhile, six of them highlight more on target culture based on image analysis. These results show that introducing culture in the textbook is not only for the target culture

but, also for the local culture. Then, Astiandani & Purwati (2021) explain that cultural content has more than 50% reflecting its culture in the English textbook. The highest is a product at 69%, followed by perspective, person, and practices based on cultural dimensions. Furthermore, Albari & Yamin (2020) shows that cultural content in the textbooks exist, but there is an imbalance. The author explained that teaching materials in cultural content are essential in shaping students.

This study aimed to describe the representation of local culture in the EFL textbook for grade 8 entitled "When English Rings a Bell." The results of this study are expected to enhance teachers' awareness of local culture, which is essential for them to provide some information containing culture in the learning process. Therefore, English teachers can optimize culture in learning and construct students to understand better the material from culture. Practically, elucidation of culture in the textbooks can inform teachers and researchers what local culture contains.

2.   LITERATURE REVIEW

English Textbook Local Cultural Content

Textbooks are the principal material in learning languages foreign languages. Valdes (1986), as cited in Fahriani, Alek, & Wekke (2018), said that teaching foreign languages sans any cultural connection is improbable. In previous studies that identified cultural and social aspects of the EFL textbook. Then, visuals in textbooks, especially for EFL students, can encourage students' interest in learning conversations in more practical and easy-to-understand ways. Therefore, visual images in textbooks can provide appropriate information for language learners (Moghtadi, 2012). Weninger & Kiss (2013) explain that images, text, and tasks make the activities necessary concurrent because of their learning interactions and opportunities for cultural messages to surface in lessons. Different types of visuals, such as photos and images, have different meanings. Visual, for example, the lesson about eating might include pictures of different foods. Each image is used according to the directive, need and has a separate meaning from the explanation.

Culture is an essential aspect in textbooks, Kramsch (1993) states that culture with images is inseparable. Cortazi and Jin (1999) preserving EFL textbooks as a foreign language is expected to provide cultural content, then recent studies show textbooks must embrace the culture as cited in (Ikromah, 2018). Conceive aspects of culture in textbooks

equalize the culture of students. It provides opportunities for students to develop culture, McKay (2002) as cited in (Shin, Eslami, & Chen, 2011).

Learning a language without learning the culture is impossible because it draws the culture (Salim, 2017). In this way, Tomalin (2008) stated that language and culture are closely correlated. Likewise, cultural teaching must exist in learning cultural knowledge (Big C that cultural institution), cultural values (the "psyche" what people consider essential), cultural behavior (experience of daily routines, small c), and cultural skills (cultural sensitivity and awareness). Furthermore, Brown (1994) explains the relation between language and culture that language is a section of the culture and culture is part of language, both interrelated, and no one can separate.

Moran (2001) Culture is the mode life of a category regarding characters, consisting of shared practices related to a set of products, interaction, and tolerance. Ariawan (2020) clarifies that culture is essential to hint students extend cultural competence and increase tolerance.

The research about the representation of culture in the EFL textbook used in public universities in Arabic conducted by Alshenqeeti (2019) shows that local culture in textbooks is rare than the language's target. Nevertheless, most of them are interested in local culture from the student preference. It concludes that the local culture can engage the students in learning the language than foreign culture. Meanwhile, the comparison research on the representation culture in China and Hongkong textbook from Lee & Li (2019) found that the China textbook is focused on the representation of British culture, while in Hong Kong, the representation of foreign culture and local culture is balanced. From that research, we can indicate the difference in the representation of local and foreign cultures. Meanwhile, the comparison research on the representation culture in China and Hongkong textbook from Lee & Li (2019) found that the China textbook is focused on the representation of British culture, while in Hong Kong, the representation of foreign culture and local culture is balanced. From that research, we can indicate the difference in the representation of local and foreign cultures.

The representation of materials, exercises, images made the students know the foreign or local culture, especially the values from the culture. Research on culture in 3 English textbooks conducted by Santosa (2015) found that the culture dominated in the

textbook refers to a sociological aspect. Therefore, it is not only focused on an attractive aesthetic aspect, but it is also essential to pay attention to the value and moral aspects of the culture in a textbook.

3.   RESEARCH METHOD

In this study, the researcher applies Content Analysis. Cortazzi & Jin (1999) content analysis is a research method for selecting the reading text, learning task, and classifying the data based on cultural content. The analysis of local culture was carried out by Moran (2001) on the constructs of cultural dimensions. Chao (2011) explains that the content may include ideas, images, words, points, and instructions. The text can be visual, provided as communication tools, such as documents, films, pictures, and books. The material used in this research is "When Rings a Bell" grade VIII for Indonesian junior high school. Students in Indonesia generally use this book, curriculum development, and planning by the Indonesian Ministry of Education and Culture Developed in 2014 and revised in 2018.

The researcher identifies local culture in English textbooks for eighth-graders based on Moran's culture classification/dimensions in this data collecting technique. Moran's theory (2001) distributes the culture into dimensions of cultural aspects to guide this study were:

Table 1. Moran's theory of cultural dimensions

Cultural Dimensions	The nature of language and culture
Products	The dimension of products includes four parts such as places (buildings, cities, houses), artefacts (food, written documents, spoken language, tool), art forms (music, clothes, dancing painting, architecture), and institutions (family, economy, religion, education, politic).
Practices	Practices dimension comprise actions (self-expression, communicative practices); interactions (include communicative practices); social lives (interpretation of time, space) which involves a state of propriety and inaccuracy, containing taboos.
Perspective	Representing beliefs, perceptions, attitudes, and values that confirm products and guide people and society in cultural practices.
Person	Dimension person establishes individual members who represent culture and community in specific ways. Every human being has a different combination of communities, cultural identities, and experiences. For example, about gender.

The table demonstrated the identification of local cultural values in the EFL textbook for grade eight and employed Moran's theory as a guideline.

Table 2. Modes of Data Collection for Textbooks Analysis

Topic	Page	Section	Cultural Aspect	Abstract (Local: Cultural aspect)
Can You Play The Guitar?	10	Reading	Product	Girls wearing hijab at school. <picture of Religion>

4.   RESULTS AND ANALYSIS

After collecting data, the findings showed that English textbooks contain a local culture. The representation of local culture in this book's institutions, art forms, places, music, artifacts, and lives. The first product, researchers found that art forms; on-page speaking exercise, showing a conversation covers shirt that was Batik. Second, perspective; describe social lives and value of Malin Kundang. Through local cultural representation in the textbook, the researcher identifies the data based on Cultural dimensions (Moran, 2001). It shows components including products, practices, perspectives, and persons identified in the book. The author seems not only to present learning but also to put cultural elements in two aspects. The representation of local culture was in the book how to interact with teachers with students, create art forms, intellectual value, member culture of stories, and religion.

There are five aspects of product dimensions in the book, describing institutions, art forms, and places on an island in Indonesia. Then, the dimension of perspective shows one aspect that was intellectual value. In addition, there are six aspects of culture dimensions from the whole book comprise images and texts. In this study, researchers only found two dimensions; product and perspective. The local cultural content in Indonesia, such as person and perspective, was not depicted through the textbook. This identification is described in the table below:

Table 3. Presentations of Cultural Dimensions

Indonesian junior high school textbooks "When

English Rings a Bell" Grade VIII	
Product	7
Perspective	1
Total	8

The following are the details that represent the culture based on the domains mentioned in the previous table.

Table 4. Cultural artifact as Represented in English Textbook

Chapter	Topic	Page	Section	Cultural aspect	Abstract (Local: Cultural aspect)
II	Can you play the guitar?	79	Speaking	Product	Conversation: Conversation asking 'do you play *Angklung*?' (Product: *Art form*)
III	Would You Like to Come?	106	Speaking : exercise	Product	The directing: "Hey, you can use a formal shirt or a *batik* shirt." (Product: *Art form*)
VII	Bigger is not Always Better!	201	Writing: exercise	Perspective	A: *Malin Kundang* movie is better than the book (Perspective: *value, attitude*)

Through verifying all the data, two dimensions were found in this research. Those are local cultures such as products and perspectives. Moran (2001) explored the different cultural aspects are called 'product' (Big C), 'practices' (little c). Furthermore, Bennett and Allen (2003: 243) clarify big C and small c referred to as objective culture, activities/behaviors, artifacts, and institutions as cited in (Yuen, 2014).

As evidenced in separate studies, culture in textbooks is stereotyped (Yuen, 2014). The product's local cultural dimensions often appear with places, institutions, and art forms. Meanwhile, dimensions of the perspective only contain an intellectual value. Students' interest stimulated with images and texts such as religions, places, and old stories/lives. There are cultural elements in this textbook in the outline, but there is an imbalance. Saville-Troike (2003) cultural elements need to be more presented depending on the social context where the language is applied and what time language applied. In

other words, when language is practiced for education, the teaching materials are equipped with extensive knowledge of Indonesian cultures.

4.1   The representation of *products*

The pattern of local culture in English education textbooks presents images and texts as learning and has a cultural aspect. Moran (2001) states that products of a culture range from isolated objects, artifacts, and places. Moreover, Brody (2003) argues extensive C exercises and spoken language from the fields of the geography of a region or nation, education, history, business, and economics. Then, little 'c' problems for students understand language because of tradition, custom, and activities. It should be essential for students to improve their cultural conversation, as cited in Yuen (2014). They define pictures and texts that include cultural values in textbooks. Such an institution contains education, interaction with family or affection, and economics discussion. Then related to data inspection, images in the textbooks describe local cultures such as places, art forms, clothes, artifacts, and institutions. Here the author attaches the local cultural images in the English textbook for grade VIII junior high school.
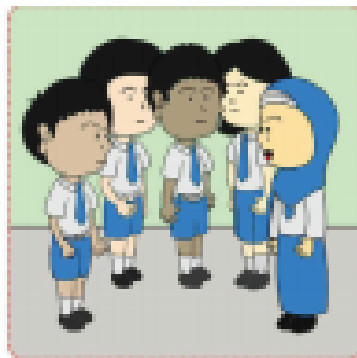

Figure 1. Clothes, Product Representation

A girl is wearing a blue hijab, two boys with brown skin, and two girls with white skin. All of them wear uniforms. This page includes products, art forms, clothes, and institutions, religion.

4.2   The representation of *perspective*

The representation of local culture is shown in figure 6. Representation of perspective that Malin Kundang, legend story originating from West Sumatra that was Padang one of the cities in Indonesia. Perspectives refer to perceptions, beliefs, values, and

attitudes (Moran, 2001). The perspective of local culture can be standard inspirations from a story and social lives (Yuen, 2014). However, it can be argued that intellectual value in social lives also perspective dimensions.

1. To Marcus, English is <u>more difficult than</u> History.
2. Tasia is saying that the pencil case is <u>more beautiful than</u> the purse, but the purse is <u>more expensive than</u> the pencil case.
3. According to Dwi, roses are <u>more beautiful than</u> other flowers.
4. Max wants to sit on the bench under the tree because it <u>more comfortable</u> there.
5. According to Erman, the film Malin Kundang is <u>more interesting than</u> the book.
6. Yuni is saying that Edo is <u>more dilligent than</u> the other students.

Figure 2. Representation of Perspective

5. CONCLUSION

The elucidation in finding and discussions of chapter four as the result of analysis related to the local culture, in Indonesian junior high school grade VIII published by the Ministry of Education and Culture in Jakarta. Culture is found through local culture in textbooks, materials, and exercises. The researchers found that locals have a culture including intellectual value. Cultural aspects of the local culture of the product are performed in art forms, places, and institutions. In addition, the researcher found six cultures in textbooks, five products, and one perspective. Furthermore, the researcher could not discover the representation of the other aspect dimensions such as persons and practices.

The representation of local culture through products, practices, perspectives, and persons in research recommends that teachers be aware of local cultural elements in textbooks and consider these aspects as presented to students. This study's limitation is that it analyzes four dimensions of one English textbook. Therefore, future research can use whole dimensions. In essence, analyzing the local cultural aspect of English textbooks can demonstrate what these cultures are displayed.

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APPENDIX

Chapter	Topic	Page	Section	Cultural aspect	Abstract (Local: Cultural aspect)
I	It's English Time!	53	Speaking	Product	A visual artifact shows there is a student wearing *hijab* and long uniform, it means she is Muslim. <picture of Muslim uniform> (Product: *Institutions*)
2	Can you play the guitar?	79	Speaking	Product	Conversation: Conversation asking 'do you play *Angklung*?' (Product: *Art form*)
III	Would You Like to Come?	106	Speaking : exercise	Product	The directing: "Hey, you can use a formal shirt or a *batik* shirt." (Product: *Art form*)
VII	Bigger is not Always Better!	201	Writing: exercise	Perspective	A: *Malin Kundang* movie is better than the book (Perspective: *value, attitude*)
VIII	I'm Proud of Indonesia	233	Writing: exercise	Product	Lina 's house: There is a handycraft from *Tana Toraja hang* on the front line. This is a triangle that has beautiful carvings (Product: *Places, city*)
VIII	I'm Proud of Indonesia	251	Speaking : exercise	Product	One explanation about how many islands in Indonesia. "In Indonesia, there are more than seventeen thousand *Islands* (Product: *places*)

| VIII | I'm Proud of Indonesia | 252 | Writing: exercise | Product | Edo: In Indonesia there are many mountains.
Edo: Then there are mountains that are still active and can erupt at any time
Edo: Usually called volcanoes, such as Sinambung and Merapi in Sumatra, and Mount Merapi in Java and Lokon in *South Sulwesi*
 (Product: *places*) |
| VIII | I'm Proud of Indonesia | 255 | Writing: exercise | Product | Indonesian's local fruits:*, Durians, soursops , mangoosteens, salak pineapples, rambutans, and papaya*
(Product: *artefacts*) |