LITRAYA

Jurnal Sastra dan Budaya

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Jurnal Sastra dan Budaya

Vol. 8, No. 1, Agustus 2015

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Daftar Isi

CULTURAL DIVERSITY IN THE SELECTED
ENGLISH TEXTBOOKS IN INDONESIA

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ABSTRACT

This study aims to determine the cultural diversity in Indonesian textbooks in English in senior high school. Specifically, this study sought answer to the following questions: 1) What types of culture are integrated in selected Indonesian textbooks?, 2) What elements of culture are featured in the English textbook?, 3) What supplementary materials may be produced to integrate culture with English textbook? This study assumed that: 1) There are different types of culture integrated in selected English textbooks. 2) There are elements of culture featured in English textbooks. 3) Supplementary materials shall be produced that may help culture be integrated in the textbook. This study was focused on the cultural diversity in selected Indonesian textbooks in English. This research was conducted by using quantitative descriptive and document review which are the primary tools in gathering data. Particularly content analysis of textbook.

Keywords: *Cultre Diversity, Elements of Culture, Types of Culture, English textbooks*

[1]*Mengajar di SMA*
[2]*Dosen UAD*

A. Introduction

In other words, an individual needs to know when and how to address someone using a particular language. In order to become a successful language learner, a person must have the courage to attempt and undergo the learning process especially learning the diversity of culture.

In Indonesia especially the senior high school, the teacher usually gives textbook to every student. According to Cortazzi and Jin (1999) textbooks is useful for the students particularly if the textbook share same culture and values with the reader this goes to say that when the teacher chooses the textbook for the students, it must be certain that the culture integrated on the textbook matches the needs of the students because cultural diversity is the driving force for development, not only to economic growth but also as a means of leading more fulfilling intellectual, emotional moral and spiritual life.

The more comprehensive the textbook is in terms of culture content the more it could help the students embrace their local culture. This make a created a global orientation inside the classroom Mcky (2012) made it right in saying that ELT is effectve when local culture is used in learning language.

In Indonesia, these selected textbooks are commonly used in Senior High School and the researcher would like to know if the English textbooks are sufficient to the students to learn the English language. The researcher would also like to analyze the cultural diversity found in the three selected textbook to know if the textbooks can help the learners meet the demands of 21st century - to be multi-cultural learners.

Furthermore, acceptance and recognition of cultural diversity through innovative use of media, informatics and ICT which are conducive to dialogue among civilizations, cultures, respect and mutual understanding may help the publishers revise English textbook so that the teacher may help their students became locally and globally competitive.

A.1. Cultural Diversity

Smith as cited by Sandra L. McKay (2000) in "Teaching English International Language: Implications for states some characteristics of English as an International Language. First of all, English learners do not need to internalize the cultural norms practiced by English native speakers. Second, English belongs to all English speakers regardless of nationalities. Finally, the educational goal of learning language is to enable learners to communicate their ideas and culture to other.

Xiao (2010) in her article "Cultural Contents of an in-Use EFL Textbook of and English Major Students' Attitudes and Perceptions towards Culture Learning at Jiangxi University of Science and Technology. China, "C" cultural asserts refers to lath cultural elements in the textbooks that explain geographical monuments, historical events and institutions, such as administrative, political, religious, educational and major artistic monuments. This level of culture contains deep/unconscious element of culture such as beliefs, values and perceptions.

McKay (2000) in "Teaching English as an International Cultural Materials, argues that the Classroom" line of thought promotes the idea that the learning of culture is more than just the transfer of information between cultures. Rather, learning about a culture requires that one considers his or her own culture in relation to another. Hence, the process of learning about another culture entails the target culture.

A.2. English Textbook

Van Ek and Trim (1990) in "Threshold 1990" propose in English language teaching. -Cultural. They form Competence" that refers to ability in which the aspect in evolves of the specific features of a society and its culture which are manifest in the communicative behavior of the members of the society. Particular textbooks should contain certain cultural elements such as everyday life, living conditions, interpersonal relations, major values and attitudes, and eating and drinking rituals. These elements are expected to make the students competent communicators in the target culture

Jeeyoung Shin, Zohreh R. Eslami and Wen-Chun Chen (2011) in their paper "Presentation of Local and International English-C Language Teaching Textbooks" analyze the international culture in 18 international English-language teaching textbooks. The study argues that the design and content of English-language teaching (ELT) textbooks should reflect the multiple perspectives inherent in EIL. The study which employs document study concluded that even though cultural aspects

A.3. Qualitative

Muifianti (2013) in her study "The Cultural Content by Junior High School Students" English analyze sing a focus which is used currently by public high schools in Indonesi.a The study focuses on analyzing cultural contents in reading, listening, and speaking texts. The data is analyzed qualitatively. The result reveals that English in Focus tends to represent local culture.

B. Statement of the Problem

The study aims to determine the cultural diversity in the selected English textbooks for senior high school in Indonesia. Specifically, it make answer to the following questions:

1. What types of culture are integrated in selected English Textbooks?

2. What elements of culture are featured in the English textbooks?
3. What supplementary material may be proposed based on the findings of the study?

C. Research Methodology

Research design is a scheme or plan of action for meeting the objectives of the study. This research generally is qualitative research that has attempted to investigate and examine the integration of culture in the selected English textbooks namely: English Zone 1, English Zone 2, and Pathway to English.

Qualitative research is defined as the type of research study that investigates the quality of relationships, activities, situations or materials (Ritche&Lewis, 2003). The research used qualitative research because document analysis was used as a method that is widely applied both in written or visual data with the purpose of identifying specific characteristics of materials that are to be analyzed in general form such as in textbooks.

The study used content analysis in exploring the types of culture and elements of culture. Content analysis as a part of document analysis, is an analytical approach that attempts to quantify content in terms of predetermined categories and in a systematic and replicable manner. The practice of content analysis requires the researcher to know what they want to look for in the text.

D. Data Gathering Process

There are some steps of data analysis employed in this research.

Analyzing three English textbooks. The researcher used three English textbooks in the analysis. These materials were read and examined carefully by the researcher page by page, by looking into different selections pictures, texts, and exampes. Every important page of the book that reveals cultural integration shall be noted and classified as to its type and element of culture which is helpful in the success of the study.

Analysis. The data gathered from each English textbooks were analyzed using content analysis. The researcher evaluated the textbooks based on the types of culture, and elements of culture the presentation shall be presented in built form.

Presentation of Data. The result of the analysis is presented and interpreted findings.

E. Discussion

The discussion on the analysis of cultural diversity in three English textbook for Senior High School in Indonesia based on the statement of the problem.

E.1. Types of Culture

Cortazzi, M, &Jin, L (1999) proposed three types of culture in Engish Textbook: 1) Source Culture 2) Target Culture 3) International Culture.

Source Culture refers to the learners' own culture as content. It allows the student to be more familiar with their own culture. In the study, the researcher analyzed three (3) English textbooks to draw the source culture. In the study, the culture of Indonesian was drawn from the text which a great opportunity to get understandable input.

Target culture, on the other hand, pertains to the culture of a country where English language treated as L1 such as in United States, Great Britain, U.K, Australia and other countries where English is the native language. The content of the texts are about culture found in native English speaking countries. The principle of integrating target

culture as a component in English textbooks is to help the learners develop their attitude towards language learning.

Lastly, International culture reveals the integration of different culture from various English and Non-English speaking countries across the world. This aims to introduce students with the practices, traditions and activities of different countries. Also, the corporation of such culture shall strengthen the knowledge of the studentson cultural diversity.

To facilitate further understanding of the present study, the discussion on the types of culture from three English textbooks is show below:

A. Source Culture

1. English Zone 1

- The dialogue of two Indonesians about an invitation for a wedding celebration
- Diary of Cantika, an Indonesian, with doodles in it about her activities with her fellow in Indonesian friends during the day
- Indonesian table etiquette when eating in the formal occasions
- Conversation of Indonesians about *"Calpon"*, traditional food in Indonesia
- The story of *"Gatotkaca"*, an Indonesian Superhero who saved Indonesia from the enemies who planned to hurt the Indonesians
- A superstitious belief that reflects the cultural beliefs of Indonesian Indonesia: *If a cat licks one foot, someone close to us will get a lucky gift within a month*
- Story of *"Nyai Lara Kidul"*, an Indonesian folklore

2. English Zone 2

- A picture showing the annual environmental campaign in Indonesia with the title "Go Green"
- Conversation of Indonesian students about Orangutan rehabilitation center in *Kalimantan* and what should be the people doing to save the animals originally from Indonesia
- "A Dead Secret", story of a mystique culture of indonesian people from Java island

3. Pathway to English 3

- Conversation of two Indonesian about the story of Ramayana and Ramayana dance performance at *"Prambanan"*
- A traditional dance performance in Bali
- Sinabung Volcano, a picture of volcano in Indonesia
- Yogyakarta Promoting Bike as a mode of Transportation, a campaign of Yogyakarta in the use of bike from house to school
- How to make Batik",a traditional clothing in Indonesian
- Sambal, it is a traditional spice placed in Indonesian foods
- Tempe Mendoan, it is Indonesian culture about food

B. Target Culture

1. English Zone 1

- Pattern of naming in western countries because western people use three names: first name (for a given), middle name (an initial), and last name (a family name or surname)
- "Meeting and Introducing a Friend", a picture showing white people introducing a friend to others in English

- "Presents Celebration/Socialization", a picture showing how western people are celebrating victories and accomplishments by having a toast of drinks in a glass
- "Being Friendly", an advice on proper way of talking to other people by understanding what is polite or impolite in the perspective of native English speakers
- "American Table Manner", an informative section of the book that speaks of American etiquette used when eating in different occasions
- A superstitious belief in UK: *it bring bad luck to meet a black cat*
- "How to Cancel an Appointment", a lesson in the book which is very important for the western people if an activity will not push through-cancelling an appointment

2. English Zone 2

- "Ethnic and Language", here are sent pieces of advice on how to be polite in speaking English
- "Activities in classroom", this refers to the behavior of western people in the classroom.
- "Responding to a Request", a picture showing two white people talking about how to respond to a request in a polite manner
- "Human and Animal workship", an informative part of the book that shows cult of the wolf which is usually found in the tutelary deities of North America's secret societies
- "The Romantic Holiday", refers to an activity of native English speakers wasting time in the holiday at the theater room
- "Dating in USA", an Amencan practice that starts with teenagers ages 15 to 16

3. Pathway to English 3

- "Suprise Celebration", celebrating birthdays and other special occasions by surprising the celebrator and followed by a home party. In the book, it is described as a usual activity in western part of the world
- A picture with dialogue box that pertains to the conversation of western people having conversation about their difference in culture
- "Non-verbal Communication of getting someone's attention", picturethat shows two wentern people that presents gesture on getting someone's attention
- "Time", America's principle on the value of time
- "Conversation on Intercultural Communication", two Americans talking about the status of their studies in America and about the problem and importance of intercultural communication
- "American Discussion about culture", Two Americans exchanging insights on the value of culture
- "Table Etiquette", an information part of the book that discusses the Westem Etiquette when eating dunng formal occasions

C. International Culture

1. English Zone 1

- "Invitation Etiquette", in France, French people would say respondez, s'ilvous plait, "which means" Please Reply
- "Malay table manner" it is about the Malay culture, the etiquette used when eating. This includes the appropriate use of utensils when eating

- "Story of Hercules" it is presented about Italian culture where Hercules born and became strongest person

2. **English Zone 2**
   - "Puzzling Memory Phenomena" it is about the French culture, the sense of deja vu in French for "seen before"
   - Japanese food
   - "Human and animal worship" in Indian Culture where someone will play music in front of the snakes and the snakes shall be hypnotized by the musician

3. **Pathway to English 3**
   - "Wild art", an Afghanistan culture after war
   - "Fair race rivals", Chinese culture on Dragon Race rivals in the river
   - "Refugees", a text that explains Pakistan culture in the Refugees

E.2. Elements of Culture

As stated by Kramsch's in Ka Ming Yuen (2011) EFL materis alsa contain four elements of culture namely: products practices, perspective, and persons.

Products is a cultural element that is revealed in a form of pictures, illustrations or man-made outputs which can be validated in reality. It is a tangible cultural objects like historical sites, songs, movies, news or fashion, folklores, book/novel, invitations, foods, etc., and may represent the country of its ongin.

Also, *Practice* refers to the real life activities which can be inherited to a particular group of community/people and has been passed down from one generation to another such as: Rituals, Activities, Holiday, Celebrations, Ceremonies and etc.

Another element of culture is *Perspective*. It reflects how people in a certain group of society view some aspects of life which is diferents as to how other people views them such as family relationships, concepts about money, time, etc. One of the examples of this is giving gifts to teachers is viewed by native English speakers asunprofessional.

Last *Person*. It refers to a person with public figure, a publicists, and famous people either real or fictitious which represents a certain culture. Furthermore, it may pertain to popular artists, movie actors, character in movie, comedians, singers, witers, and athletes, which refers to particular culture.

The following are the Element of Culture extracted from the three English textbooks.

A. **Products**

1. **English Zone 1**
   - "Pen – Pal Letter", a kind of verbal communication that become so popular in the past which is product of man.
   - "Invitation Letter", a man-made product which is given to people who will be invited to join the party or celebration
   - "Cantika's Diary, it is a journal of daily activities
   - "Story of Nyil Lara Kidul' is the legend of Gunung Kidul from Indonesia
   - "Story of Roro Mendut and Panactra" is a legend from Java Island

2. **English Zone 2**
   - "Japan's Food"
   - "A Dead Secret", a folktale in West Java of Indonesia
   - "The adventure of Abo Mamongkuriot", a folktale of South Sulawesi in Indonesia

3. **Pathway to English 3**

- "Invitation Letter, a letter given to those who will join in the party or celebration
- :Indonesian Books"
- "Garuda di Dadaku", a movie from Indonesia
- "Indonesian Novels"
- "How to make a Batik"
- "Japan's Food"
- "Sambal", a traditional food in Indonesia
- "Tempe Mendoan", a traditional food in Indonesia

B. Practises

1. English Zone 1

- "Westem way of celebrating/socializing", a toast of wine with friends that symbolizes celebration and victory

2. English Zone 2

- An annual environmental campaign of Indonesians with the theme "Go Green"

3. Pathway to English 3

- "Surprise Party of Someone's Special Day", a western way of throwing a surprise celebration for a friend
- "Fair Race Rivals", an annual Chinese's culture on Dragon Boat Festival
- "A traditional dance performance in Bali', it is picture showing a traditional Indonesian dance performance

C. Perspective

1. English Zone 1

- "Etiquette when Talking to Someone', this may be considered as too formal gesture most especially when talking to close friends but for some countries it is considered as a normal way of conversation
- "Giving Orders and Instructions Politely", it comes in different gestures depending on the culture of the culture of the country because one polite gesture in one country might be rude for another

2. English Zone 2

- "Ethics and Language", it may be universal in nature but it vary sometimes because of language barriers
- "Diet and Health in Japan", Japan's perspective of low fat diet pertains to a traditional Japanese fish which for them is healthful but Korean culture says that it is *Kimchi* and Americans would say a different thing
- "Expression and Warning Sign", this pertains to the cultural differences in is about perspective culture to giving warning and show the expression

3. Pathway to English 3

- "Energy Drink', in other country it pertains to soda but for others it is an energy giving drink

D. Persons

1. English Zone 1

- "Act out Dialogue" there are two persons menton the famous artist from Indonesia example "Once" is the singer of Indonesian Band "
- Story of Hercules", it is the famous character and strongest person of Roman Mythology
- "Story of Gatotkaca", is the super hero of Indonesia

- "Story of *Romeo and Juliet*", is the famous character in William Shakespeare's play
- Conversation of two persons about "Valentino Rossi", a famous rider of motorcycle in the world

2. English Zone 2
- Dialogue of two people discussing about Harry Potter, a character in book
- Flashbulb Memories that talks about the death of Princess Diana in 1997 that created flashbulb memory for many people
- "We are the World", a song originally sang by Michael Jackson

3. Pathway to English 3
- Barack Obama, the former Amenca's president
- "Gita Gulawan's character", she is the famous artist and singer from Indonesia

E.3. Culture-Based EFL Teaching Guide

From the three English books namely: English Zore 1, English Zone 2, and Pathway to English 3. The researcher analyzed the result of all types of culture and elements of culture and treated them as a big contribution to supplement the incompetence of the three textbooks in terms of cultural diversity and integration.

The overal occurrence of cultural content suggest a balance present among culture. Relatively, target culture is the most prominently presented in the textbooks followed by source culture and international culture.

In the National Standard Board of Education, it is mentioned that English textbook must reach students croos-cultural understanding. And ideally, textbooks are facilitated by teachers in order for the learner to indulge themselves to more understanding about the barriers. English textbooks must also be given more priority for them to have much time in the exploration of what is inside and outside Indonesia. Through this product, the researcher shall promote multi-culturalism in the students of this contemporary times.

The Culture-Based EFL teaching guide is the output of this study it can be used to increase the student's level of comprehension and cultural awareness in the teaching-learning process for the present and the future students. It is a flexible because it allows the students to work with or without the teacher. Each unit is designed to give knowledge that will increase the cultural awareness of students in Indonesia.

F.   Findings
The following are the significant findings of the current research:
1. The types of culture integrated in three English textbooks, English Zone 1, English Zone 2, and Pathway to English 3; are *Source Culture, Target Culture, and International Culture*
2. The elements of culture which are presented in the textbooks are *Product, Practice, Perspective and Person*
3. The researcher designed a Culture-Based EFL Teaching Guide as a supplemental material which may be beneficial both to the teachers and students of Indonesia

G.   Conclusion
Based on the findings of the study, the following conclusions were derived:
1. The content of the three textbooks do not contain a balance presentation of the three (3) types of culture. It may be concluded that multi-cultural teaching and learning for Senior High School students in indonesia through English textbooks is not given

emphasis, thus, appreciation and understanding of other cultural differences may not be achieved

2. Though the total occurrence of four (4) elements of culture in three (3) English textbooks indicated that there is an imbalance presentation of products, practices, perspectives, and persons. The textbook Cultural orientation is not a priority for the textbook writers and readers, hence the students may not be prepared for globalization and for multicultural orientation have given emphasis on the products and persons rather the culture and the perspective. This may suggest that the culture orientation is not a priority for the textbooks writers and readers, hence, the students may not be prepared for globalization and for multi-cultural orientation

3. The Culture-Based EFL Teaching Guide may effectively improve the cultural awareness and English language skill of the students and the teaching skills of the teachers

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