

ANALYSIS OF THE INTEGRATION OF LOCAL AND TARGET CULTURE IN EFL TEXTBOOK USED BY 11TH GRADERS IN SMA NEGERI 1 MAGELANG

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Abstract

Indonesia belongs to outer circle in Kachru's classification (1985) where it places English as foreign language so Indonesian belongs to EFL (English as Foreign Language) learner. However, the students' first and second language influence their way in learning English as their foreign language. Learning language cannot be separated from its culture, teaching a new language will inevitably include teaching a new culture.

It is needed to know how far both target and local culture are integrated in the textbook entitled *Bahasa Inggris* for eleventh graders released by the Ministry of Education and Culture of Indonesia. Based on the writer's observation, the eleventh graders of SMAN 1 Magelang still lack of knowledge about target culture mastery that is viewed from their way of speaking and writing. Therefore, the writer conducted a research by analyzing the textbook focused on the kinds of texts. The texts were analyzed by using Byram's (1997) cultural content checklist to check whether they belonged to local or target culture.

It is descriptive qualitative and uses documentation in collecting the data. The result shows that there are 12 of 14 texts (85.7%) that have dominant target culture and 2 texts (14.2%) that have dominant local culture. Therefore, it can be concluded that the textbook have reflected more dominant target culture. The writer suggested the EFL teachers should explain the target culture so that the students can reach intercultural communicative competence and also maintain the local culture. While for the Ministry of Education and Culture of Indonesia, it is better to give more specific sign of target culture so that the students can see the differences with the local culture.

Keywords : textbook, local culture, target culture.

Introduction

Learning a certain language means learning the culture as well, especially learning English as foreign language where the learners should integrate the target culture which is different from their local culture. It is in line with William's (2010) study that any language cannot be separated from its culture, teaching a new language will inevitably include teaching a new culture.

Unfortunately, based on the researcher's observation to the eleventh graders of SMAN 1 Magelang the school year of 2019/2020, the students who belong to English as Foreign Language (EFL) learners still lack of target culture mastery.

Culture could not be learnt by osmosis, it needs an intellectual effort as culture is not easy to be noticed, analysed and taught. (Crozet and Liddicoat, 1999). Therefore, culture is embedded in language as an intangible, all-pervasive and highly variable force. According to Rodríguez (2015), culture goes beyond surface, static, homogeneous and congratulatory principles that constitute limited some terms for understanding people from different cultural background. It means that culture is difficult to be learnt only in general way, so EFL teacher must consider how he will make the students integrating target culture in order to achieve the success of learning English. It means that culture and language are linked up as a complex task and require language teachers to rethink and consider the content of their subject matter. While teachers mostly use textbook as the main teaching sources. It is in line with Richard's (2010) study that some teachers use instructional materials (textbook) as the primary teaching learning sources in the classroom.



The English teachers should employ the recommended textbook by the government, entitled *Bahasa Inggris*, for eleventh graders. As what is stated before that the recent trend in English language teaching and learning is to achieve intercultural communicative competence, but unfortunately the textbooks used in Indonesia still lack of target culture. It is proven in Syahri and Susanti (2016), five from nine books series with different publisher analyzed in their study, have higher percentage of local culture which presented through reading passage. Meanwhile, under pictures analysis, six of them promote more salient in target culture.

Based on the consideration above, the researcher is going to analyze a textbook which one is more dominant, the local or target culture. Therefore, this research is aimed at investigating the text presented in the textbook entitled *Bahasa Inggris* for the eleventh graders which is released by the Ministry of Education and Culture of Indonesia. This then leads the researcher to investigate whether the texts performed in the recommended textbook mostly belong to local or target culture. The title of the research is “Analysis of Integration of Local and Target Culture in EFL Textbook Used by 11th Graders in SMAN 1 Magelang.”

Methodology

This is descriptive qualitative research. The subject of the research is an EFL textbook for eleventh graders entitled *Bahasa Inggris* which was arranged under the guidance of the Ministry of Education and Culture. The coordinator of the author was Mahrukh Bashir and the reviewers were Emi Emilia, Helena I.R. Agustien and Lina Mulyanti. The publishing supervisor was *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud*. It consists of 170 pages with 8 chapters and is completed by 7 enrichment activities. The textbook is written based on curriculum 2013 that has been revised in 2017. The researcher analysed the kinds of text written in the textbook, they were offers & suggestion, opinion, invitation letter, exposition, personal letter, cause & effect, song, and explanation. Since the research was textbook analysis, the researcher used documentation in collecting the data. It is a way to collect the data by giving evidence as its source. The writer employed cultural content checklist. It is generated from intercultural competence model which was proposed by Byram (1997). Byram’s model of intercultural competence was chosen because it is the most compatible in English language teaching. The model is theorized in terms of personal cognitive and motivational aspects in relation to knowledge, skills and attitudes.

Below were the steps to analyse the textbook :

- a. The researcher read the textbook and focuses on the kinds of text.
- b. The researcher identified structure of the text based on curriculum 2013 that has been revised in 2017.
- c. The researcher analysed and synthesizes the structure of the text, whether they belong local or target culture by using Byram’s model of intercultural competence.
- d. The researcher showed the percentage of the result.

$$\text{local culture} = \frac{\text{the amount of local culture}}{\text{the amount of all local and target culture}} \times 100\%$$

$$\text{target culture} = \frac{\text{the amount of target culture}}{\text{the amount of all local and target culture}} \times 100\%$$

- e. The researcher drew the conclusion.



Instruments to analyse the data

Table 1 The elements of culture classification by Byram (1997)

Data	The elements of culture classification								Culture	
	CISG	SI	BB	SPI	SLC	NH	NG	St	TC	LC
T1										
T2										

T :Text

TC : Target Culture

LC : Local Culture

CISG : Social Identity and Social Group

SI : Social Interaction

BB : Believe and Behavior

SPI : Social and Political Institution

SLC :Socialization & Life Cycle

NH : National History

NG : National Geography

St : Stereotype

Finding and Discussion

Table 2 The result of text analysis based on elements of culture classification by Byram (1997)

Data	Genre	The elements of culture classification								Culture	
		CISG	SI	BB	SPI	SLC	NH	NG	St	TC	LC
T1	Suggestion & offer		V							V	
T2	Suggestion & offer		V							V	
T3	Opinion		V	V						V	
T4	Opinion		V							V	
T5	Invitation					V			V		V
T6	Invitation					V				V	
T7	Exposition				V					V	
T8	Personal letter					V		V			V
T9	Personal letter					V				V	
T10	Cause and effect		V	V						V	
T11	Song		V							V	
T12	Song	V								V	
T13	Song		V							V	
T14	Explanation							V		V	



Total		1	7	2	1	4	-	2	1	12	2
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The writer discusses the element of culture and its classification based on the result of the study as follow.

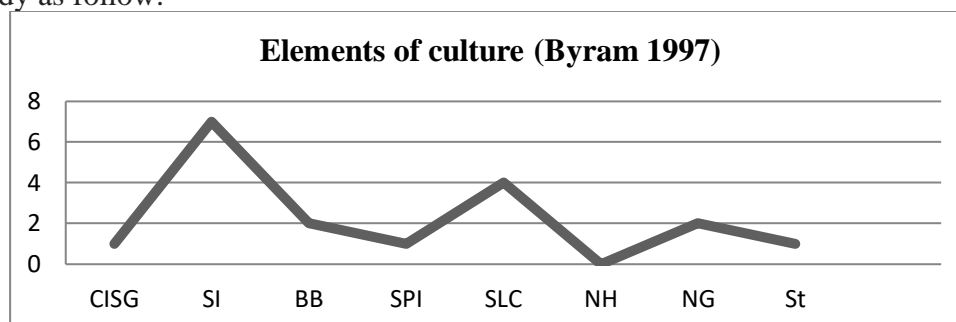


Table 3 Text classification of target and local culture

Classification	Amount
Target culture	12 texts
Local culture	2 text
Total	14 texts

$$\text{local culture} = \frac{2}{14} \times 100\% = 14.2 \%$$

$$\text{target culture} = \frac{12}{14} \times 100\% = 85.7 \%$$

Based on the result, there are 7 of 8 elements of culture that are found in the kinds of text based on their content. The writer analyzes the text and simply categorizes them into the element of culture by Byram 1997 based on the content. A text may represent more than one element of culture and probably reflect both target and local culture, but the writer sees the most dominant one.

1. Cultural identity and social group

It is related to 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. The writer only finds 1 text from 14 texts in the textbook which represent cultural identity and social group that is text 12 (song). The song is written as a campaign of the equality of civil rights. There should be no such thing as racial segregation or color differentiation, all humans are born the same (Owe, April 3rd 2010). The target culture is more dominant in the song because the song is used to support an equality campaign where the black-skinned people are not treated well in United States and it is sung by American singer. It helps students to know about the song from US and the meaning behind the song that is about equality campaign in US.

2. Social interaction

It is related to conventions of behavior in social interaction at differing levels of formality, as outsider and insider within social groups. There are 7 of 14 texts that reflect social interaction, they are text 1 & 2 (suggestion and offer), text 3 & 4 (opinion and thought), text 10 (cause and effect), text 11 & 13 (song). Based on the result, the social interactions that are



reflected in the text indicate that the target culture is more dominant than the local culture in some ways. It helps the students to know how people in the English speaking country have social interaction with other people.

3. **Belief and behavior**

It is related to routine and taken-for granted actions within a social group and moral and religious beliefs. There are 2 of 14 texts that reflect believe and behavior, they are text 3 (opinion and thought) and text 10 (cause and effect). Based on the result, belief and behavior that are reflected in the text indicate the target culture is more dominant than the local culture in some ways. It helps the students to know how the belief and behavior of people in English speaking country.

4. **Social and political institution**

It is related to state institutions, health care, law & order, social security, and local government. There is 1 of 14 texts which reflects social and political institution that is text 7 (exposition). The text tells about natural damage which is related to society and government. The target culture is more dominant viewed from the supporting data where an exposition text must have it. It helps students to know more about international environmental organization.

5. **Socialization and life cycle**

It is related to family, school, employment, media, and ceremonies which mark passage through stages of social life. There are 4 of 14 texts which reflect socialization and life cycle, they are text 5 & 6 (invitation), text 8 & 9 (personal letter). The local culture in text 5 (dinner invitation) is more dominant than the local culture viewed from the component in its generic structure. It helps students to know how Indonesians create a dinner invitation card. While in text 6 (a wedding invitation), target culture is more dominant based on its design and content. It helps students to know how people in English speaking country have a wedding invitation letter which is very different with Indonesians.

Text 8 (personal letter) reflects more dominant local culture than target culture that is viewed from content and writing style. While text 9 has more dominant target culture than the local culture that is viewed from the writing style. Those two texts may help students to compare between the target and local culture in writing a personal letter.

6. **National history**

It is related to historical and contemporary events seen as markers of national identity. The writer does not find any text which reflects national history inside.

7. **National geography**

It is related to geographic factors seen as being significant. There are 2 of 14 texts which reflect national geography, they are text 8 (personal letter) and text 14 (explanation). Text 8 talks about some Indonesian geographic aspect inside the letter such as Lombok, Senggigi, Nusa Tenggara Timur and Gili Naggu island. It helps students to know about some places in Indonesia. While text 14 which talks about earthquake, has more dominant target culture because its supporting data were taken from international environment organization. It helps students to know more about international environmental organization.

8. **Stereotypes and national identity**

It is related to typical or a symbol of a national identity or stereotypes, e.g., famous people or monuments. (Byram, 1993 cited in Alkatheery, 2011). There is 1 of 14 texts that reflects stereotype and national identity that is text 5 (invitation). It reflects national identity because it is written in the invitation letter that the addressees are asked to wear *batik* when attending the dinner. It belongs to local culture because batik is Indonesian traditional outfit. It helps students to maintain Indonesian culture by wearing *batik*.

Conclusion



Based on the data analysis and discussion, the writer conclude that there are 12 of 14 texts that have dominant target culture based on some elements of culture which are reflected through social interaction (SI), belief & behavior (BB), social & political institution (SPI), socialization & life cycle (SLC). On the other side, there are only 2 texts that reflect more dominant local culture which are reflected through socialization & life cycle (SLC), stereotype & national identity (St) and national geography (NG). The writer finds 12 of 14 texts that has more dominant target culture or 85.7 % and 2 texts that have more dominant local culture or 14.2 %.

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