



The Implementation of Cultural Dimensions in The “Bahasa Inggris” English Textbook for Eleventh Graders

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Abstract

This study aims at explaining the implementation of the cultural dimensions in the textbook. There are four cultural dimensions analysed in this research, they are product, practice, perspective, and person (Moran, 2001). Product dimension refers to goods and services. Practice dimension refers to how the member of culture manipulates the product. Perspective dimension refers to perceptions, beliefs, and attitudes. Person dimension refers to the personal experience and story of the cultural members. This study applied descriptive qualitative research with interactive data analysis, consisting of (1) data collection, (2) data reduction, (3) data interpretation, and (4) conclusion (Miles & Huberman, 1994). In this study, it is found that the author of the textbook implemented the cultural dimensions by inserting text and pictures that are related to the cultural dimensions. From the results of the research, it can be concluded that cultural products dominated the content of the textbook.

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INTRODUCTION

Nowadays, the content of the textbook becomes an important issue in the education field on the ground that textbook is one of the primary media in a teaching-learning process. Very often there is inappropriate content found in the textbook related to inappropriate words, text, grammar, and so on. The examples of inappropriate content are adult content, the picture representing violence act, or inappropriate story included in the textbook. In another case, some of the appropriate materials like national history, national figure biography, and other valuable story found less in the textbooks. The domination of the fairy tale or myths appears as another problem. Rather than giving the national history, some authors of the Indonesian textbook tells more about narrative stories. There are some moral values can be found in the narrative stories, but the true story of an inspiring figure will be more valuable.

The first reason is that culture is the basis in the social interaction of the society; thus the study of the cultural content in the textbook is needed to discover the cultural aspects that should be taught in the language classroom. The second reason for the eleventh-grade textbook is chosen as the object of the study is that because the eleventh-grade textbook is the beginning level in studying about another culture. Learning about culture at the beginning level is needed to give the basic knowledge about culture in general. The third reason that the English textbook entitled *Bahasa Inggris* is chosen is because the textbook used in the senior high school level and it should contain a lot of cultural aspects.

The language is closely related to the culture and both cannot be separated. The existence of the culture can be expressed from the certain expression used by the member of a culture. In the foreign language classroom, as an example, students will learn how the foreigners show their own culture in their own way. Language is the one that constructs and supports the existence of the culture. The language that is used by the children constructs their cultural

background more than their own parents. The interaction between the children or students with their friends, teachers or neighbor through the language they use every day has a big role in construct their culture.

Zajda and Freeman (2009, p.93) state that the language is essential due to the role in the nation-building process. The language's role in the nation-building process shows that the language is very important in the rise of the national culture. English as the example has the different forms in many countries that we call as British, American English, Asian English and so on. Further. Abushihab (2016, p.1) states that the culture and language are related or unrelated in the foreign language learning. He points out that the cultural plays the important role in learning the foreign language as it motivates the students in learning. The teacher can get the interest of the students for learning the foreign language by telling the history of the folklore of the target language. The literature of the target language will interesting thing for the students to understand what the story or history told about and enriches their knowledge about the target language they learn.

Brown (2007, p.188) gives the definition of culture as a dynamic system of rules, implicit, and explicitly followed by a social group to ensure their life extension, including the attitudes, values, beliefs, norms, and behaviors. It is shared by a group but differentiated by the specific unit of the groups, communicated across the generations, relatively stable but with the potential to change across the time. Other experts, Jourdan, and Tuite (2006: 101) define the culture as a set of complexly rational mental phenomena. The laws and habit as the cultural product come from the complex mental phenomena occurring in the society or groups. Many of the group members put the mental phenomena to have the form of hierarchical rules for constructing propositions, constitutive rules, and regulatory rules. Next, Peoples and Baily (2012, p.39) state that culture is the basis of human social life and interactions that provide norms, values, expectations, attitudes, symbol, and other knowledge used to

communicate, cooperate, etc. Culture influences the interaction among the members of society from the very beginning; every person interacts each other by using the language to express the cultural values, attitudes, and so on. Culture as the basis of the human social life and interactive has been taught not only by parents to their children in a home environment but also by the kindergarten teacher.

Moran (2001) mentions that there are four dimensions of culture, namely products, practices, perspectives, and person. Those four points are related to the isolated objects, cultural events or cultural activities, norm and values, and the background of a certain figure. Differently, Peoples and Bailey (2012) state that the cultural dimensions are divided into five categories. They are norms, values, symbols, classification, and worldviews. Meanwhile, in teaching and learning area, Simsek (2014, p.6) emphasizes that cultural awareness is the student's awareness of their own culture behavior and awareness of other's cultural behavior. Students' cultural awareness is related to their knowledge about their source culture and the target culture they learn.

As mentioned earlier, culture in the educational area can be found in the textbook. Cunningsworth (1995: 7) defines the textbook as a material resource to help the teacher in achieving the objectives of the learning activity. The objective of the textbook should correspond to the teacher's objectives. The general objective is to help the students to improve their knowledge concerning English language and culture. Naseem (2015: 2) states that textbook is a fruitful tool to help the teacher in providing knowledge to the students in organized ways. The teacher can use the cultural materials from the textbook so that he or she can give more materials to the students. Textbook consists the materials the students' need based on the syllabus guidance, so the teacher can directly follow the guidance and teach the materials as provided in the textbook.

Some previous studies have been conducted on the implementation of cultural aspects in the textbook, but they used different

theory or different object. Ibnus and Mujiyanto (2018) conducted the research which aims at investigating the textbook from the politeness perspectives. The results of the study show that the textbooks represent all of the politeness strategies in equal percentages. Next, Rodriguez (2015) analyzed the cultural content form three EFL textbooks that used as main instructional resources. The study aims to discover the elements of surface and deep culture that found in the textbook. The result of the study shows that the surface culture is dominant in the textbooks. Other studies by Margana (2017) investigated the development of the English textbook oriented to the enhancement of higher order thinking skill. The results show that the English textbook triggers students to establish their higher order thinking skills. Tum (2014) analyzed the cultural elements from a Turkish textbook for foreigners. The study aims to discover the domination of native culture, target culture, and international culture. The result shows that the native and the international culture are dominants.

Several other previous studies are also conducted to culture, but they do not use the textbook as the main object of the study. Hermawan (2012), for example, conducted the research to discover the masculinity in Indonesian popular culture. The result of the research shows that the masculinity tends to be represented by both men worshipping patriarchal values. Next, Hilman (2015) set out the study to explore and identify the Indonesian cultural lexicons analysis used in a novel entitled "Saman". The results of the research show that there are four manners used in the analysis, they are loanword, cultural equivalent, functional equivalent and addition. Next, Chusna (2017) conducted the research to analyze the role of gender in audience reception in Banyumas. The results of the research show that present gender roles in society may be affected by the preserving culture. Next, Anshori (2018) conducted the research to identify the cultural construction of Sudanese in local mass media in West Java. The results of the research show that the construction of the local mass media is classified as the

national, cultural, Islamic, and other cultural aspects.

METHOD

This study applied a descriptive qualitative research. Cresswell (2012: 16) states that a qualitative research is a research that explores the phenomenon from the perspective of distance education students. The qualitative design is used since the study concerned with the non-numerical data. In this study, I analyzed the implementation of the cultural dimensions in "Bahasa Inggris" English textbook. The textbook is downloaded from website www.bukupaket.com/.

I, as the researcher, used the data such as pictures and texts that are related to the cultural dimensions in the textbook. In addition to the description, the researcher also uses numerical data to show the percentage of the cultural content. Those data need to be collected and identified since they can help the researcher in discovering whether it representing the cultural dimensions.

Following Miles and Huberman (1994), there are four steps used in analyzing the data in this study: (1) data collection, (2) data reduction, (3) data interpretation, and (4) conclusion drawing. In order to test the credibility of the data, I as the researcher applied the triangulation of method or technique. Thus, I not only obtained the data by analyzing the cultural content in the textbook but also by interviewing the textbook users.

RESULTS AND DISCUSSION

This chapter discusses the research results and discussion of the analysis of the cultural dimensions in the "Bahasa Inggris" English textbook to answer the research questions. The results of this study are divided into four categories. The first section presents the findings of the products dimensions found in the textbook; the second section presents the findings of the practices dimensions; the third

section presents the perspectives dimensions, and the last section presents the data analysis of the person dimensions.

These results contain four major sections, i.e. the implementation of the product dimension, the implementation of the practice dimension, the implementation of perspective dimension, and the implementation of the person dimension. There are 54 cultural dimensions that are found in the textbook. They are spread out in 8 chapters and 1 enrichment. The finding shows 28 products, 12 practices, 5 perspectives, and 9 persons. The cultural dimensions found in the textbook are implemented in form of text and picture, it can be explicit or implicit.

Product Dimension

Product dimension found in the textbook is exemplified in the following datum.

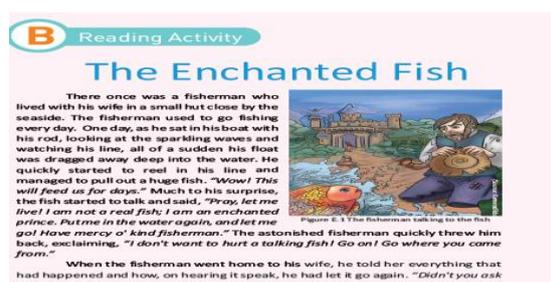


Figure 1. Example of Product Dimension

In the picture 4.2.1 we can see an example of a product in form of a short story entitled "The Enchanted Fish", this story is adapted from a short story entitled "The Fisherman and His Wife" that was written by Grim Brothers in 1812. This story is almost similar to the story of Danau Toba. The Fisherman and His Wife is a story about a poor fisherman and his wife who lived close by the seaside. One day, the fisherman got a talking fish when he fishing in a sea. The talking fish begged to him to release it again and told the fisherman that he was an enchanted fish, so the fisherman put the fish back into the water. The fisherman told about the talking fish, then his wife told him that he should asked something to the fish. Finally, the fisherman asked the fish to make them rich and

the fish granted his wish. Unfortunately, the wife never satisfied and asked for more. At the end of the story, the fish took everything back and they became poor again. This story told the reader that they have to be glad to whatever they got in this life, do not be greedy.

Another example is the illustration of bullying. This illustration presents a boy who covers his face when several people point at him, the boy has got bullied by several people (can be his classmates). The illustration shows how to depress the boy is because his classmates bully him. The illustration gives the general image of the negative effects of bullying.

Practice Dimension

Silvia (2015) states that practice dimension refers to some rituals, daily activities, cultural events in society such as holiday celebrations, ceremonies, past traditions and alike. Meanwhile, Suadi (2016) states that practice refers to customs, traditions, rituals, and daily life. An example of practice dimension found in the textbook is presented in the following datum.



Figure 2. An example of practice dimension found in the textbook is presented in the following datum.

The picture above represented a ballroom dance party held in Paris. Ballroom dance is a dance where a couple performs any particular dance with the pattern of predictable steps and movements. The dances included in the ballroom dance are the waltz, slow fox fort, and quick step. This dance is different from the traditional dance of Indonesia because the

ballroom dance has different moves and technique.

The other examples of practice dimension are a wedding ceremony and opening ceremony. A wedding anniversary is a celebration held by a married couple to commemorate their wedding date, the married couple celebrates it by holding a small party or dinner party. Meanwhile, opening ceremony or ribbon-cutting ceremony is an official ceremony of a new-constructed location or the ceremony to start an event.

Perspective Dimension

An example of perspectives dimension found in the textbook is shown in the datum below.

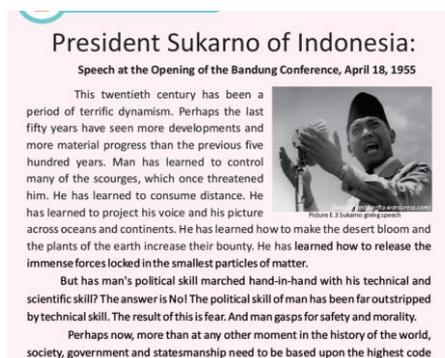


Figure 3. An example of perspectives dimension found in the textbook is shown in the datum below.

The true story or biography of President Soekarno is an inspiring story because it told about the effort of President Soekarno to resist the colonialism in the world. His spirit in resisting the colonialism has inspired the next leaders or presidents after him to resist the colonialism. Megawati Soekarno Putri, as the example, inspired by her father and stated her disagreement with American invasion in Iraq in 2004. In 2018, President Joko Widodo did the same act as his senior and stated his disagreement when Israel claimed Jerusalem as their capital city. This fact indicates his success in leaving his ideology to the next generation.

Person Dimension

The example of a person dimension found in the textbook is presented in the following datum.



Figure E.9 Ki Hajar Dewantara (Source: Kemendikbud)

Figure 4. The example of a person dimension found in the textbook is presented in the following datum.

The picture above represented the national patriot of Indonesia, Ki Hajar Dewantara. Ki Hajar Dewantara is the founder of Taman Siswa, the first educational organization in Indonesia. His motto and idealism has adopted by the next generations and becomes the identity of Indonesian culture.

This results of this study confirm the results from the previous study by Suadi (2016) revealing the implementation of the product, dimension, practice, and person dimension in another textbook entitled “When English Rings A Bell”. Another study by Silvia (2015) reveals the implementation of the cultural product in the textbook entitled “English on Sky and English in Focus”. Then, the study by Chao (2011) and Suadi (2016) found that there are some practice dimensions implemented in the textbook.

CONCLUSION

Based on the research questions that are stated, there are 4 conclusions that can be drawn. The first conclusion is that the author implemented the product dimensions by inserting products such as short stories, poems, and songs, and travel destinations. Secondly, regarding the author of the textbook implemented the practice dimension by inserting 3 celebration events, and 9 daily conversations that underlie the products. The celebrations found in the textbook refer to the party, opening

ceremony, and wedding anniversary. Meanwhile, the daily conversation is related to the conversation that underly the products such as movies and the ceremony itself.

Third, the author of the textbook implemented the perspective dimension by inserting 2 inspiring stories of President Soekarno and Ki Hajar Dewantara. Besides that, the author inserting 3 moral values from the short stories such as *The Enchanted Fish*, *Letter to God*, *The Last Leaf*, and *Vanity and Pride*.

Dealing with the personal dimension, the author of the textbook implement it well by inserting the biography of patriots such as President Soekarno and Ki Hajar Dewantara, the author also mentions another figure such R.A. Kartini, Mariah Carey, Henley, Frost, King, Hughes, and Seager.

From the research results and discussion, I would give some suggestions particularly to the author of the textbook. Regarding the implementation of the product dimensions the author has been implemented it well by inserting some stories, poems, songs, and illustration. Unfortunately, the product dimensions are dominated by the target or the international culture. There are no short stories that represent the local culture. The author had better insert some of the local stories from the students' background culture because they should know about the story or legend. Regarding the practice dimensions, the author should implement it explicitly in the textbook because the students may not realize it when the practice implemented implicitly. The last is the implementation of the personal dimension, the author should insert one or more short biography about the figure from the foreign culture such as Abraham Lincoln because mentioning some foreign figures only is not enough.

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