

THE ANALYSIS OF LOCAL CULTURAL CONTEXT IN ENGLISH TEXTBOOK X GRADE OF PACKAGE C BY MINISTRY OF EDUCATION AND CULTURE OF INDONESIA

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Abstract

In teaching and learning process especially in English, the role of textbook in teaching and learning process becomes main thing in the way teacher gives materials and explains the materials to the students. This research discussed about what types of local cultural context that presented in English textbook tenth grade of Package C by Ministry of Education and Culture of Indonesia and also how the local culture context delivered in the textbook and collaborated with student's communicative skills. Research method that used in this research is descriptive qualitative method. by using that method, the researcher found twenty four local cultural context in the materials and interview analysis related to the influence of local cultural context in student's communicative skills.

INTRODUCTION

In this research, the researcher concerns about cultural context especially about local cultural context in textbook by Ministry of Education and Culture of Indonesia. The researcher focus on Package C grade level which different textbook with formal grade level that is Senior High School. In the way learning English especially in school, usually students use textbook as their source in learning English or source in improving skills like doing exercises which help them improving their English. There are many definition of textbook one of them is according to McArthur (1996: 951) a textbook is "a book prescribed as part of a course of study" which mean textbook gives a significant contribution in teaching and learning English. In the use of textbook as a guideline is related with syllabus and lesson plan that teacher has made before, but sometime, it can be independent if there is urgent situation or additional materials.

According to Cortazzi and Jin (1999) they classify the material become three categories which usually used in teaching and learning process especially in English, they are target culture,

international culture and source culture. According to Byram (1993:100) as cited in IndawanSyahri and RiniSusantri (2016) there are eight categories of culture, they are Cultural identity and social group, Social interaction, Belief and behavior, Social and political institution, Socialization and life cycle, National history, tional geography, and Stereotypes and national identity.

Since 2013 Indonesia has revised the model of education from KTSP to a recent curriculum called "*Kurikulum 2013*". Cultural context also displayed in textbooks especially in English. In teaching and learning English for Package C the goal of that process is the students are able to develop their communicative skills. According to Salamah Embark Saleh (2013: 102) communicative competence is ability in communicating effectively in a language requires the speaker's good understanding of linguistic, sociolinguistic and socio-cultural aspects of that language. The concept of communicative competence refers to "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence,

or knowledge of rules of language use” (Canale& Swain, 1980: 6)

For that introduction, the researcher analyzes local cultural context in English textbook for tenth grade of Package C by Ministry of Education and Culture of Indonesia. In this research, the researcher wants to analyze local culture because it is one of point that influence student’s attitude, behavior, character, and interest in learning English and solving problems in their daily life.

METHOD

The research design that implied was descriptive qualitative design. It was very relevant to use this research design because this research tend to describe the analysis of local cultural value in English textbook for grade X of Package C by Ministry of education and culture of Indonesia. Furthermore, this research reveals a picture of how the local cultural value is presented in English textbook and also in teaching and learning process.

The data of this research taken from English textbook tenth grade of package C by Ministry of education and culture of Indonesia and also the result of interview with English teacher from PKBM InsanCendikiarogoselo. In this point the researcher will carries out data collection to get data which is the main thing in this research. As it is explained before, this research uses descriptive qualitative research design, and will use qualitative data collection indeed. There are several steps in the way researcher undertake data collection: classifying local cultural context according to the theory that relate and give explanation related how the local cultural context is presented, the researcher makes a table for summarize the analysis of local cultural context, identifying and interpreting the interview result and make descriptive conclusion, and all the finding are connected with the problem of the research.

FINDING AND DISCUSSION

A. Local Cultural Context

As it has been known, Indonesia has a lot of culture and custom in every region and those cultures have distinctions and similarities. This point refers to one type of culture that sourced based on local (Indonesia) culture. There are a lot of definitions about culture as explained before and those explanations give understanding and guide for researcher in analyzing this research. According to Antonio Lebron (2013:1) culture is “a set of values and beliefs or cluster of learned behaviors that shared with others in particular society, and giving a sense of belongingness and indentity”. This definition emerge an understanding that culture cannot be separated with society and behavior. As explained in theoretical review, that linkage between society and behavior give connecting bridge in the way learning language as one of product of culture.

According to Yuri Kumagai (1994:8) “Culture is not inseprebly related to language, but also plays an important role throughout the process of language teaching and learning”.He also stated that “the question is not whether or not to teach culture, but, rather, what kind of teaching and can promote student’s understanding of the nature of the language, communication and human relations

B. Types of Local Cultural Context

According to Byram (1993:100) as cited in Syahri and Susantri (2016) there are eight categories of culture, they are:

1. Cultural identity and social group. This point 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. Social interaction, includes

conventions of behavior in social interaction at differing levels of formality, as outsider and insider within social groups

2. Belief and behavior, which includes routine and taken-for granted actions within a social group and moral and religious beliefs.
3. Social and political institution, which includes state institutions, health care, law & order, social security, and local government.
4. Socialization and life cycle, which includes family, school employment, media, stories, and ceremonies which mark passage through stages of social life
5. National history, which includes historical and contemporary events seen as markers of national identity
6. National geography, which includes geographic factors seen as being significant by members.
7. Stereotypes and national identity, which includes what is typical or a symbol of a national identity or stereotypes, e.g., famous people or monuments.

According to Cortazzi and Jin (1999) they classify the material become three categories, they are:

1. Target culture refers to culture from country that English is originally from. They are English is from United Kingdom (UK) and United States of America (USA)
2. Source culture refers to language learners culture as known as local culture
3. International culture refers to another culture from other country except UK and USA.

C. Local cultural Context in English Textbook Tenth Grade of Package C by Ministry of Education and Culture of Indonesia.

As it is shown in technique of data analysis, the researcher will analyze the data according to Byram categories of culture. There are 5 modul for tenth grade of Package C: Who I am?, Thank you, I am flattered, Having fun at historical place, Announcement, Let's sing a song. In modul one there are four data about local cultural context, in the first picture is cover from the modul and it shows Pangeran Diponegoro, one of well-known hero from Java. This analysis reveals that this picture contains local cultural context stereotypes and national identity. In the second data, it shows an exercise and some of the questions are related to local cultural context

1. Maher Zain..... Saidah Favorite singer, He really.....good voice
2. Sita.....A dream of becoming one of the next female president of Indonesia. She.....optimistic about her dream.

The example above contains local cultural context to stereotypes and national identity. In third data there is a conversation about Job interview. In that conversation uses common name in Indonesia Suryani Widyaningtyas, This conversation contains name Suryani Widyaningtyas which is common name in Indonesia. Therefore, this picture contains local cultural context socialization and life cycle. In the fourth data there is a conversation between via and Galih, this point contains local cultural context because common name in Indonesia so this point is socialization and life cycle.

In modul two there are fourth data contains local cultural context. The first data is greeting card about Mrs. Sari greets Deny. This greeting card contains local cultural context because uses common name in Indonesia. And by that, this

picture is included to socialization and life cycle. In second and third data is a group of picture and there is a conversation between Ijah and Koko, this conversation contains local cultural context especially in the term Socialization and life cycle. In the last picture there is a evaluation test of this modul, in the question most them use common name in Indonesia such as, Surti, Dita, Rara and so on. this picture contains local cultural context especially in the term socialization and life cycle

In the modul three, there are five data contain local cultural context. In the first data there is a picture of Prambanantample as a cover of modul three. This picture is belong to local cultural context especially in National History and National Identity, because of PrambananTample is Hitorical heritage and the evidence of historical relicgh of Hindu-Buddhist in Indonesia. In the second data and there is a descriptive text, describe historical and also famous place in Indonesia called The Heroes Monument of Surabaya. This data contain local cultural context especially National History and National Identity. In the third and fourth data, there is a listening activity and this listening in form of descriptive text entitled Raja Ampat paradise in West Papua. This data contain local cultural context National geography. And the last data of modul three is a simple past tense materials

I went to Surabaya a month ago (+)
I didn't go to Surabaya a month ago (-)
Did I go to Surabaya a month ago (?)

This data contain local cultural context especially National geography.

In the fourth modul, there are six data that contains local cultural context. The first data is a cover of the modul that shows Indoneisan airport. . This place is

airport in Indonesia because of the uses of Bahasa Indonesia in departure information board. And this picture is related to local cultural context, especially National geography. In the second data is exercise tells about announcement to celebrate Indonesia Independence Day, which celebrating Indonesia Independence Day is something that always celebrated in Indonesia. This exercise contains local cultural context especially in believes and behavior, national history, and cultural identity. As same as previous exercise, this third data is about exercise tells about celebrating Kartini's Day. As it is known that Kartini is a hero who fights for women's right in Indonesia. This exercise contains local cultural context especially, believes and behavior, national history, and cultural identity.

In the fourth data shows an assignment to make announcement about sport sompetition in PKBM Bangun Bangsa. This picture contains local cultural context especially socialization and life cycle. In the fifth data shows an exercise in term of enouncementthis exercise also contains local cultural context, there is PKBM Titian Mulia as a place in this announcement. this announcement contains local cultural context especially socialization and life cycle. In the sixth data is about announcement for field trip to Museum MpuTantular. as it is known, that MpuTantular is well known related to her book "Sutasoma" and in her book there is a motto of Indonesian people. This exercise contains local cultural context especially national history and stereotypes and national identity

In the modul five, there are two data the first is narrative text. This narrative text is well known in Indonesia, this folklore entitled MalinKundang is originally from West Sumatera. this narrative text tells about a MalinKundang was cursed to be a stone by his mother because he was disobedient to his mother.

This narrative text contains local cultural context especially national history, national geography and socialization and life cycle. And the second data is about folklore. As same as previous, this narrative text tells about Si Kancil which is Mouse deer. Si Kancil is depicted as clever character and always have a lot of idea to the other character such as, crocodile and farmers. This fable contains local cultural context especially socialization and life cycle.

After the data are analyzed, it can be seen that, there most of the data which are pictures, texts and also exercises or evaluation contain local cultural context socialization and life cycle which is related to students daily life. It can be easier for students especially Package C students to understand English and also practice as well. For example based on data, common name in Indonesia, PKBM, and another example that reflect in socialization and life cycle is more adaptable for students to connect with English. Another data also give understanding to students about their culture. Taken for examples story of MalinKundang, Battle of Surabaya Monument, PrambananTample and Indonesian airport. Students will learn about original identity of their nation which is Indonesia. In addition, nationalism values also important in this era especially in curriculum 2013 which is important to students recognize their nation and culture as well.

D. Student's Communicative Competence

According to Salamah Embark Saleh (2013: 102) communicative competence is ability in communicating effectively in a language requires the speaker's good understanding of linguistic, sociolinguistic and socio-cultural aspects of that language.

According to Hymes (1972) as cited in Salamah Embark Saleh (2013)

communicative competence refers to the level of language learning that enables language users to convey their messages to others and to understand others' messages within specific contexts. The concept of communicative competence refers to "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use" (Canale & Swain, 1980: 6).

Furthermore, in Package C the goal of learning English is how students are able to communicate and share information through particular context. For example, in teaching English, teacher gives material about greeting and complimenting, students are expected to be able to use the expressions of greeting and complementing in their daily life based on context as well. Students communicative competence becomes main goal in learning language especially English in Package C as well.

E. Local Cultural Context and Student's Skill in Communication

There are ten questions and answers as well and the result is the transcript shows a lot of thing about local cultural context and students communicative skills in the way teaching and learning process especially in English for Package C. As it is explained, that local cultural context is very important for teacher and also students in English teaching and learning process, because in this era many teachers only focus in English literature despite local cultural context. Whereas local cultural context also adaptable in English teaching and learning process.

Local cultural context is judged very helpful in teaching and learning process because of the ability of the students that are low support in learning

English, local cultural context becomes a bridge for teacher to transfer materials to the students easily. There are many ways in delivering materials for students, using local language in delivering materials, introducing their local culture and also their historical building around them, indirectly they connected with materials and can help them in developing their understanding about English and communicative skills.

Discuss about student's communicative skills, in this result of the interview, the teacher consider that to achieve student's communicative skills, it needs extra because of low students ability in learning English. But, using local cultural context, it is able to decrease that problem. In development of student's communicative skills, teacher usually measure that point using their vocabulary mastering. If students have many vocabularies, it will help students to communicate effectively and also confident when they speak also needed.

CONCLUSION

Local cultural context is one of interesting thing in language learning especially in English. The use of local cultural context gives bridge for students to understand English reflected with their daily life. Moreover it can be one of factors that can support the development of communicative competence. That's why, the use of local cultural context is needed in the way teaching and learning process.

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