

EXPLORING LOCAL VALUES AND CULTURE IN ENGLISH TEXTBOOK

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Abstract

The purposes of this research, entitled "Exploring Local Values and Culture in English Textbook", are to identify and analyze the local values & culture in 8 English textbooks for high school level; to elaborate the scope of the values in English textbooks for high school level. The method used is a qualitative descriptive method. The results show that in the 8 English textbooks all contain local value and culture, they are value of religion, customs, governance/social, procedures, textual, buildings and religious values whereas the scopes of the values are traditional and modern values.

Keywords: *local values, English textbooks*

I INTRODUCTION

English lesson in Indonesia is introduced from kindergarten to university level. An article in "Kompasiana" written by Rahmatika (2012) revealed that Indonesian youth prefer the language of other countries to *Bahasa Indonesia* itself. According to the writers' observation, many students love other cultures. They did not only study the languages, but they also adore the cultures. Many of them like Western culture, Japan, Korea, etc. Along with the rapid growth in technology and globalization, English is also increasingly widespread use, both for slogans, advertising, even in everyday life. English began to be fear as one of the factors that could "erode" Indonesian nationalism. Thus, Curriculum 2013 had born, which has the essence of the implementation in the strengthening of local values, including in the subjects of English. Observing the implementation of 2013 Curriculum, there are several things that require a more profound understanding, namely: rational in terms of curriculum development, structure development, and the curriculum implementation. One form of implementation is the emergence of local values as one of the improvement of education to be more holistic, which is appeared in English subject.

English subject teaches the language wise and the culture. It doesn't mean that it will erode Indonesian's culture and point of view. English textbook materials are expected to have effect both on learning and character building of students. Therefore it is expected that the textbook contains many local values and local culture that at least can arise students' nationalism. As Tilaar (1999) mentioned that education has one aim and formula as culture wise, therefore education is not only to make people be "educate" but also "civilized". Based on the background above, this study focuses on analyzing the local values and culture in learning English subject entitled "Exploring local values and culture in English textbook".

II MATERIALS AND METHOD

2.1 DEFINITION OF LOCAL VALUES

Local values can also be interpreted as "ideas or values, local or local view that is wise, full of wisdom, good-value embedded and followed by society" (Nurrahmawati, 2013). Local knowledge is formed as a local culture of excellence as well as the geographical conditions in the broad sense. Local wisdom is reflected in the values, customs and maxims and other forms of public life. With the implementation of value-laden local wisdom, the younger generation can be formed in terms of education holistically and preserve their culture better.

Meanwhile, according to Sirtha (2015), forms of local values in the community can be: values, norms, ethics, beliefs, customs, customary law, and specific rules. As for the types of local values, among others: governance, with regard to societal organize social groups; traditional values, values that are developed traditional society that govern ethics; Processes and procedures, preserve nature in accordance with the time; and selection of place and space.

2.2 THE LOCAL VALUES AND CULTURE IN LEARNING

Sutarno (2008) argued that the application of the local culture in learning at school level can be categorized into four areas:

1. Learn about the culture, which puts culture as science.

Culture studied in special study programs, and culture to culture. In this case, culture is not integrated with science.

2. Learn the culture, occurs when the culture was introduced to the students as a means or method for studying a certain subject. Learning the culture include the use of a variety of cultural manifestation. Thus, the culture and its manifestations are a medium of learning in the learning process, the context in the examples of the concepts or principles in a subject, as well as the context for the implementation of principle or procedure in a subject.

3. Learning through culture, a strategy that gives students the opportunity to demonstrate achievement of understanding or meaning is created in a subject through a variety of cultural manifestation.

4. Learning cultured, is a form of culture that embodies the real behavior of students everyday.

Further, he wrote, there are three kinds of model-based learning culture, i.e.: the model-based learning culture through traditional games and folk songs, the model-based learning culture through folklore, and the model-based learning culture through the use of traditional tools (Sutarno, 2008).

The method used in this research is descriptive method. Descriptive method according to Issec and Michael (in Rachmat, 2005) is intended to describe systematically the facts or characteristics of a particular population or a particular field factually and accurately. Therefore descriptive method used in this study is appropriate. This study describes a situation or event, not to look for or explain the relationship, and not to test hypotheses or make predictions. This study illustrates and depicts variables, i.e. information about the content of local value & culture in English textbook. Techniques in data collection are through the analysis of English textbooks based on some related theories. This study analyzed the components based on the value of local knowledge developed by Sirtha (2015), classified into types/forms of local value: value of religion/norms, customs, governance/social, procedures/ordinances, textual, buildings, and others (singing, clothes, etc.), then figured out the scope of the value based on Wahyuni (2013) whether it is traditional or modern.

III RESULTS AND DISCUSSION

Ministry of National Education decree no. 20 year 2003 states that learning materials should correspond to student life, social environment, universal values, cultural values, and diversity. The culture of English speaking countries can be used as material for the receptive Skills (Listening and Reading). While for Productive Skills (Speaking and Writing), the material can be taken and developed from the students' culture, so that the moral values, the value of life, and local knowledge can be taught and used for students character building.

According to Zu and Kong (in Winarti, 2014), there are mainly two approaches to the introduction of culture, that is, the direct and indirect introduction. By direct introduction, the textbook provides students with materials concerning cultural aspect of language, which is a clear and unambiguous manner in the form of cultural knowledge. The examples of direct introduction include words accompanied by pictures, situational dialogue, texts depicting cultural event, and cultural notes. The other approach is indirect introduction in which culture is presented in an implicit way. This approach focuses on both in cognitive and affective or behavioural factor of the learner. Some typical cognitive activities are writing something about home culture, making contrast and comparison, cultural quizzes, searching for cultural information, discussion, and brainstorming.

There are eight (8) English textbooks taken as sample in this study, namely: "Bahasa Inggris: Berbasis pendidikan karakter bangsa edisi Kurikulum 2013" (Djuharie), "Bahasa Inggris Curriculum 2013 SMA/MA/SMK/MAK kelas XI" (Bashir), "Look Ahead: An English Course Edisi KTSP 2006" (Sudarwati & Grace), "Bahasa Inggris: Berbasis pendidikan karakter bangsa edisi KTSP 2006" (Djuhari), "English for SMK 1 Grade X edisi KTSP 2006" (Pramesti, et al.), "Get Along with English for Vocational School" (Sutinah, et al), "Pathways to English: Program Peminatan" (Sudarwati & Grace), and "Bahasa Inggris: Mata pelajaran wajib Kurikulum 2013" (M, Bachtiar & Arini).

The results of the analysis of local value and culture in the English textbooks for high school-MA / SMK are described in the following table:

No	Content	Activity	Page	Local	Scope
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				values	
A.	Textbook “Bahasa Inggris: Berbasis Pendidikan Karakter Bangsa: Edisi Kurikulum 2013” for SMA/MA kelas XI, writer: Otong Setiawan Djuharie, publisher: Yrama Widya:				
1	A student who just arrived in town wish to speak the local language	Activity 7: Speaking practice	5	Customs	Modern
2	Students brawling after school	Activity 15: Reading comprehension	28	Governance	Modern
3	Being religious	Activity 1: Writing practice	36	Religious	Traditional
4	Answering and responding to invitation	Activity 5 and 6: Writing practice	52	Governance	Traditional
5	Bull races	Activity 8: Reading comprehension	54	Customs	Traditional
6	The culture and values of Rumah Gadang	Activity 2: Reading comprehension	93	Building	Traditional
7	Vila Isola	Activity 22: Reading comprehension	105	Building	Traditional
B.	Textbook “Bahasa Inggris Curriculum 2013 SMA/MA/SMK/MAK kelas XI”, writer: Makhrukh Bashir, publisher: Kementerian Pendidikan dan Kebudayaan:				
1	Let’s Practice: Indonesian Chicken Satay	Activity 1: Reading Comprehension	14	Procedure	Traditional
2	Earthquakes: The Most Deadly Natural Hazards	Activity: Reading Comprehension	28	Textual	Traditional
3	Active Conversation about natural disasters in Indonesia	Activity: Conversation practice	40	Textual	Traditional
4	Shadow Puppetry	Activity: Let’s Create/Contribute	60	Customs	Traditional
5	Life and Times of Ki Hajar Dewantara (Raden Mas Suwardi Suryadiningrat)	Activity: Reading comprehension	65	Textual	Traditional
C.	. Textbook “Look Ahead: An English Course: Edisi KTSP 2006” untuk SMA/MA kelas XII, writer: Th.M.Sudarwati & Eudia Grace, publisher: Erlangga.				
1	Hand in Hand: The tragedy in Aceh at the end of 2004	Activity: Joint Construction of Text	72	Textual	Traditional
D.	Textbook “Bahasa Inggris: Berbasis Pendidikan Karakter Bangsa: edisi KTSP 2006” untuk SMA/MA kelas XI, penulis: Otong Setiawan Djuharie, penerbit: Yrama Widya				
1	“Universitas Pendidikan Indonesia”	Reading Comprehension	42	Building	Traditional
2	“The girl is Sundanese”	Combine the sentence by using relative pronoun.	95	Governance	Traditional
3	“He enrolled Engineering class at ITB. Where...?”	Ask Direct Question about the situation given.	114	Building	Modern
4	“Indonesian Itinerary: arrive at Jakarta...stay at Hilton, Visit Ancol, Taman Mini, take a train to Bandung....in Yogyakarta, stay at the Intercontinental Hotel, visit Borobudur Temple, see some Javanese dancing...in Bali, stay at Bali Kuta Beach Hotel, visit some temples and art shows, spend a night at Ubud”.	Ask question based on the information given	129	Building and textual	Modern
5	“All the arrangements for my trip to Bandung are now complete. I’m leaving for Bandung on ... I’m going to stay at Preanger Hotel. ... I’m going to take a bus tour to Tangkuban Perahu and Ciater...I’m going to do some shopping at Cihampelas...I will see Sundanese art performance at Ujo Centre...I will be enjoying the lake in Ciwidey...I will be eating all kinds of Sundanese food for breakfasts...I’m going to Puncak... ...I will be taking a trip around Dago to see Dago Pakar, Dago Tea House, Dago Art Gallery, and Dago Bowling...”	Pair up and Practice	130	Building and textual	Modern
6	“Which university do you like better, UGM or UI?”	Answer the question by using expressions of preference.	174	Building	Modern
E.	Textbook “English for SMK 1 Grade X: edisi KTSP 2008”, writer: Maria Regina Dyah Pramesti, Wirawan Sigit Pramono, Suhermawan, publisher: Pusat Perbukuan Kementerian Pendidikan Nasional.				
1	“Semarang Train Schedule”	Study the train schedule and answer the question	141	Textual	Modern
2	“Flight schedule to and from Lombok”	Study the schedule to	143	Textual	Modern

		answer the question			
3	“How do you like Jakarta?”	Listen and speaking practice	155	Textual	Modern
4	“Jl.A.Yani 202 Semarang”	Read the letters and answer the question	187	Building	Modern
5	“Gedung Wanita Jl.Cut Nyak Dien 99 Semarang”	Write invitation	194	Building	Modern
F.	Textbook “Get Along with English: for Vocational School Grade XI Elementary Level: Edisi KTSP 2006”, writers: Entin Sutinah, et al., publisher: Erlangga				
1	“Bunaken: Breathtaking Underwater Life”	Reading comprehension	8	Building	Modern
2	“...Today we're going to explore the tea plantation in Pangalengan, Tangkuban Perahu mountain in Lembang, and Ciater hot spring water in Subang”. We'll also visit the traditional bamboo music instrument concert in ‘Sanggar Mang Ujo’”.	Evaluation	19-20	Building	Modern
3	“‘Languages’ Grammar Difference’...I am Javanese, and my native language is Javanese....I’m Indonesian...”	Reading comprehension	40	Customs	Traditional
4	“...I graduated from Padjajaran University...”	Speaking practice	46	Building	Modern
5	“The education level of Indonesian Workers...”	Study the graph and answer the question	49	Textual	Modern
6	“...I have read your advertisement in Kompas on May 1, 2010...”	Reading comprehension “Application Letter”	51	Textual	Modern
7	“...planning a trip to Bali and Lombok...you left Bandung...visit Uluwatu... From Uluwatu, we are going to Bedugul...it’s a place with a great view of a mountain and a lake.... to Kuta...is one of the best places to watch a sunset...Nusa Penida...has great underwater scenery...go to Lombok by ferry... Senggigi beach...is a nice sandy beach...surfing there...continue our trip to the Gili Islands	Reading comprehension “What is your plan?”	67-68	Building and procedure	Modern
8	“...I’m hoping to go to Yogyakarta...” “...Yogyakarta is a fascinating place. It has many places of interest, such as Parangtritis Beach, the Sultan Palace, Malioboro, and Beringharjo Traditional Market. ...also visit the Prambanan Temple which is located approximately 18 km east of Yogyakarta”. “...you should try Gudeg. It’s a special Yogyakarta’s food...”	Reading comprehension	82-83	Building and textual	Modern
G.	Textbook “Pathways to English: Program Peminatan” untuk SMA/MA kelas X, the writers: Th.M.Sudarwati & Eudia Grace, publisher: Erlangga				
1	...We’re going on Mount Merbabu climbing this week. Would you join us?...	Activity: Respond to the invitation (Accepting/Declining invitation)	13	Social	
2	...I’m leaving Manado...	Activity: Read the text and guess what it is.	14	Social	
3	Senggigi Beach Hotel Lombok... Grand Hotel Preanger Bandung, Mantra...Nusa Dua Hotel Bali...	Activity: Read the hotel brochures, Complete the table, Put a tick in the column if the facility is available.	106	Social	
4	...Your American friend wants to visit Indonesia ...Which hotel would you recommend him he stays in Indonesia?...	Activity: Discuss the situation based on the hotel brochures.	107	Textual, local	
5	...A study tour to Bali...Tourist hunt at Borobudur temple	Activity: Observe & match the pictures with the correct titles	117	Building, traditional	Traditional
6	...The ...places were Borobudur Temple, Yogyakarta Palace, and Malioboro...	Activity: Listen & fill in the blank spaces.	118	Building, traditional	Traditional
7	It Was a Memorable Event: ...The Diponegoro War...	Activity: Reading & act it out	124	Governance	Traditional
8	...Prince Diponegoro led a war against Dutch colonialism...	Activity: Which happened first?	125	Governance	Traditional
9	The Death of Bisma...Kurusetra...Kurawa...Pamdawa...Prabu Sentanu...Dewi Seyojana...Dewabrata...Hastinapura...Abiyasa...Dewi Amba...Mayapada...	Activity: Read and discuss	169-171	Textual	Traditional
10	Mutual Assistance in Indonesia...Bedah kampung programme will be implemented through the traditional Indonesian custom	Activity: Match the underlined words with	216	Textual	Traditional

	of gotong royong or helping each other...gotong royong (mutual assistance)...	the right headings			
11	Mutual Assistance in Indonesia...Gotong royong plays a very important role in Indonesia...	Activity: Read the text & answer the questions	217	Textual	Traditional
12	...Gotong royong activities as collective group action...How do Indonesian people use gotong royong?	Activity: Check the comprehension	218	Textual	Traditional
13	...The Dr. Kariadi General Hospital Medical center or RSUP Dr. Kariadi...in the city of Semarang, part of Indonesia...	Activity: Read and complete the information	265	Building	Modern
14	...Mount Merapi...	Activity: Find, watch a video of Mount Merapi, and complete the column.	266-267	Others	Traditional
15	...Jakarta is the capital city of Indonesia...Kota is the city's oldest commercial area...	Activity: Read & arrange the paragraphs	268-269	Governance	Modern
16	...The 2004 Indian Ocean earthquake...on Sunday, 26 December 2004, with the epicenter off the west coast of Sumatra, Indonesia...	Activity: Read & answer the questions	270-272	Others	Modern
17	...Bersatu kita teguh, bercerai kita runtuh...Rajin pangkal pandai...Berakit-rakit ke hulu, berenang-renang ke tepian...Dimana ada kemauan, di situ ada jalan...Dikasih hati, minta jantung...	Activity: Discuss the meaning of Indonesian proverbs.	280	Social	Traditional
H.	Textbook "Bahasa Inggris: Mata Pelajaran Wajib" untuk SMA/MA kelas X, the writers: Bachtiar Bima M. & Yuniarti Dwi Arini, publisher: Intan Pariwara: 2016				
1	...Mega will be backpacking to Bali...Ketapang Harbor...the Bali Strait and dock at Gilimanuk Harbor...	Activity: Read the text aloud	7	Procedures	Modern
2	...I like Indonesian writers too, like Andrea Hirata and Ahmad Fuadi...	Activity: Reading comprehension	58	Textual	Modern
3	...there are some magnificent places to visit, such as Bali, Sulawesi, Papua, and Borneo...	Activity: Reading comprehension	58	Others	Modern
4	...In 2012-2013 this ship, located in Kampung Bunga Blangcut, Jayapura, Banda Aceh, was recovered ...is now a famous tourist attraction in Banda Aceh...	Activity: Read the text aloud	66	Building	Traditional
5	...Batam is famous as a trade center...	Activity: Listen and complete the text	67	Building	Modern
6	...Kutai National Park...	Activity: Reading comprehension	69	Building	Traditional
7	...Maimun Palace...Mount Leuser...	Activity: Reading comprehension	76	Building	Traditional
8	...Bukittinggi...Sianok Canyon...Panorama park...the Bung Hatta palace...	Activity: Reading comprehension	85	Building	Traditional
9	...Kota Tua Jakarta...the National Archives Building, Jakarta History Museum or Fatahillah Museum, ...Puppet Museum (Museum Wayang)...Bank Mandiri Museum, Bank Indonesia Museum, Jakarta Kota Station, ...Maritim Museum (Museum Bahari), Sunda Kelapa Harbor, Kota Intan Bridge, Syahbandar Tower, Batavia Cafe, Batavia Hotel, ...	Activity: Read the text aloud and complete the statements that follow	87	Building	Modern
10	...Sunda Strait...Tanjung Lesung...	Activity: Complete the text with the suitable words	88	Building	Traditional
11	...Wayang Museum collect Indonesia leather wayangs, like Kedu, Tejokusuman, Ngabean, Surakarta, Banyumas, Cirebon, Gedog, Sadat, Madya Krucil, Sasak, Kaper, Wahyu, Kijang Kencana, Ukur, Suluh, Klitik, and Beber.	Activity: Arrange the paragraph	89	Building	Traditional
12	...Karimunjawa...the Java Sea...	Activity: Reading comprehension	93	Building	Traditional
13	..Bukit Duabelas National Park in Jambi...Orang Rimba...Anak Dalam...	Activity: Reading comprehension	94	Building	Traditional
14	...Galang island...	Activity: Reading comprehension	116	Building	Traditional
15	...Tanjung Puting National Park...Batu Basurek...the Majapahit Kingdom, Adityawarman...Siguntur Sawahlunto to Pagaruyung..	Activity: Reading comprehension	118	Building	Traditional

Table 1. Local Values and Culture in Eight (8) English Textbook For Senior High School

IV CONCLUSION

The eight (8) English textbooks for high school level contain local value and culture. The local values that show in the books are: 64 expressions of local values & culture; 35 expressions of traditional values, and 29 expressions of modern values. On cultural aspects, the textbook approach is direct approach, means the text explained explicitly about the cultural content. Some of the cultural aspects that were discussed regarding customs and buildings are: bull races, *rumah gadang*, shadow puppetry/wayang/the death of Bisma, Diponegoro, Borobudur temple, Yogyakarta places, kota tua Jakarta, and mutual assistance (*gotong royong*). The scopes of the values are traditional and modern values. They are sufficient enough in introducing local values, both from traditional and modern perspectives. In Traditional values, places such as Vila Isola, Rumah Gadang, and Yogyakarta were mentioned. While in Modern values places such as hotel and tourist attraction (Bunaken, Bali, etc) were stated.

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