LOCAL AND TARGET LANGUAGE CULTURE PROPORTION IN ENGLISH TEXTBOOKS "ENGLISH ON SKY (EOS) 2" AND "WHEN ENGLISH RINGS A BELL (WERAB) VIII"

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Abstract: This study aimed to find out the percentage, the balance proportion and the presentation of local and target language culture in English textbooks *EOS 2* and *WERAB VIII*. The design was content analysis research with 2959 sentences and 887 pictures as the study data. The procedure of analyzing the data started by classifying the data into local or target language culture, then it coded under Byram & Morgan's checklist (1994), while the pictures simply classified into local or target language culture. To see the balance proportion, Mann Whitney U-test was conducted. The presentation was made by drawing inferences. The result showed that the percentage for the analysis of sentences of local language culture was 11.78% and 12.24% for target language culture in *EOS 2*. Then, local language culture was 33.06% and 7.57% for target language culture in *WERAB VIII*. Under picture analysis, 19.5% was local language culture and 16.4% was target language culture in *EOS 2*, while, 43.2% was local language culture and 10.17% under target language culture in *WERAB VIII*. The results of Mann-Whiney U-test indicated *EOS 2* has balance proportion and *WERAB VIII* did not have balance proportion. Under picture analysis, *EOS 2* also has balance proportion than *WERAB VIII*. The presentation of culture in *EOS 2* dominated under category #8 national cultural heritage (NCH) both local and target language culture, while local language culture in *WERAB VIII* focused on category #3 belief and behavior (BB) and category #8 national cultural heritage (NCH) for target language culture.
Key words: *Local Language Culture, Target Language Culture, Proportion, English Textbook.*

Introduction

To reach the successful of a language program especially English, there are some key points which are very important. The process of teaching and learning the language includes many major components. Richard (2001, p. 210) hypothesizes his idea that providing effective teaching should covers: (1) language awareness, (2) the learner, the teacher, and teaching or learning context, (3) planning for effective teaching of adults learners of English, (4) classroom management and teaching skills, (5) professional development and (6) resources and material for teaching.

Those components are very important in reaching the target of the language program, but many experts focal point to the materials of the teaching. According to Richard (2001, p. 251), materials are key component in most language program, while Pardo & Téllez, (2009, p.173) assume that language learning materials form a key aspect in creating effective teaching and learning environments. In addition, teaching materials play a vital role in promoting communicative language use. The use of teaching materials

has a major impact on the activity of language teaching (Nguyen, Warren, Fehring, 2014, pp. 94-96).

The materials that could be presented in language teaching are grammar, vocabulary, listening skill, writing skill, reading skill, cultural content, etcetera (Pardo & Téllez, 2009, p. 179). The foremost material that should be presented in language teaching is cultural content (Pulverness, 2003, p. 428), because cultural content is the basis of all understanding of the other aspects (Pardo & Téllez, 2009, p. 181). It would be complicated, if not unfeasible, to teach a language without teaching some features of its culture (Neff & Jr 2013; and Hilliard, 2014), as language is one of the products of culture (Yule, 2010, p. 267).

At utmost, the cultural elements or materials are intended to supply much profit to learners as they can facilitate them turn into both linguistically and interculturally proficient learners (Ho, 2009, pp. 72-73). What's more, language materials that have cultural content, could provide to broaden students' view about culture and empower them to develop social behavior such as tolerance and respect for diversity or well-known as multicultural competence (Troncoso, 2010, p. 91).

In line with Richards (2001, p. 251), materials could be presented into (1) printed materials (books, workbooks, worksheets, or readers) and (2) non-print materials (video or computers base material), (3) material which include printed and non-print materials (self-access materials and from internet), also non design materials for the teaching for examples, magazine, newspapers and TV materials.

The major materials in language classroom is textbook (Dweik & Al-Sayyed, 2015; and Sorongan, Susanti and Syahri, 2014), as states by Hurst (2014, p. 27), textbook is an effective instruments in ELT. Also, textbook is an important part of language learning in the classroom (Liu and Laohawiriyanon, 2013; Moirano, 2012; and Vrbová, 2006).

There are two kinds of cultural material that could be presented in English language textbooks, the first is local culture materials and the second is target culture materials (Jiangqiong and Tin, 2010, p. 277). Local culture refers to characterize the experience of everyday life in specific, identifiable localities (Encyclopedia Britannica, 2016). In line with Kawar (2012, p. 105), local culture reflects to symbols and schemas shared by a particular social group. In instance, when groups of people do a regularly activity (e.g. Indonesia people celebrate for the new born baby by cutting the hair) of something, it will be habit and grow to be continuous activity in that locality. After that,

people call it as their culture. While, target culture is related to the cultures that exist and bear from English speaking countries (Chao, 2011, p. 197). English speaking countries mean where English as the first language based on the sociolinguistic aspects. The countries are Australia, Canada, New Zealand, UK and USA (Karchu, 1996, pp. 136-137).

In relating culture in the material of the teaching, it should be equivalent. Bell and Gower (as cited in Tomlinson, 2003) said that one of the principles in material development is that the material should be put in balance consideration, and one of the materials is cultural content (Rubby, 2003, p. 52). Similarly, Jiangqiong and Tin (2010, p. 277), it is important to combine local and target culture in the materials of teaching. Accordingly, many authors have suggested using both local language and target language culture to deal with the limitations of exclusively using one of the cultures (Choudhury, 2013, p. 22).

What is more, Liu and Laohawiriyanon (2013, p. 90) argue that the unequal proportion of cultural contents in textbook might trigger complicatedness to students when they take part in intercultural communication. Appropriately, balance consideration should be allocated for the cultural contents in textbook (Andarab, 2014, p. 288). According to Alkateery (2011, p. 105), the data (e.g. percentage) is balance if there is no significance difference between and or among the data. The good presentation of the cultural content will lead the student to be easier in reaching the intercultural competence.

Additionally, the understanding of the culture or intercultural competence should begin from junior high school period. Sa'ud and Sumantri (2015, p. 12) state that one of dimensions that junior high students should achieve after accomplishing the junior high school period is social dimension. The conception in that dimension is that junior high school students should understand teamwork, tolerance, civic responsibility, loyalty, patriotic, national solidarity, international relationship, and world understanding (intercultural competence). Therefore, the teaching materials and the learning process should accommodate cultural aspects.

After did a survey, the writer found two textbooks which are used as the major resources in English language teaching in Prabumulih. The titles of the textbooks are *English on Sky 2* and *When English Rings A Bell VIII*, those textbooks are widely and mostly used in Prabumulih. Having got the textbooks, the writer made a preview to the textbooks, and the writer assumes that the textbooks do not show balance proportion of cultural content. The textbooks have tendency in promoting one culture only. Thus, the

writer inquired the existence of cultural materials in those English textbooks, but the writer's assumption should be proved and a deeper analysis should be conducted. Therefore, the writer conducted this research.

The Research Problems in this study are: (1) what is the percentage of local and target culture proportion in English on Sky 2 and When English Rings A Bell VIII textbooks? (2) Do in English on Sky 2 and When English Rings A Bell VIII textbooks promote balance proportion of local and target culture? (3) How are the local and target culture presented in English on Sky 2 and When English Rings A Bell VIII textbooks?

Literature Review

Language Materials

In line with Richards (2001, p. 251), materials could be presented into (1) printed materials (books, workbooks, worksheets, or readers) and (2) non-print materials (video or computers base material), (3) material which include printed and non-print materials (self-access materials and from internet), also non design materials for the teaching for examples, magazine, newspapers and TV materials.

Textbooks

Textbook is one of the presentations of the material. Textbook provides as a loaded resource of themes, texts, visuals and language as well as help to form program of the course (Vrbová, 2006, p. 29) and textbook is developed on the base of printed curriculum (Mahmood, 2011, p. 170). Textbooks remain a close within school curriculum universal, presenting teachers and students with the authorized knowledge of school subjects as well as the chosen values, attitudes, skills, and behaviors of experts in those fields.

Language and Culture

Many experts had put high consideration towards the relationship between language and culture. According to Lust (2006, p. 9), language is first and principal symbolic. Sounds, words and sentences represent and capture infinity of possible meanings and intentions. While, culture can be defined as the hereditary values, notion, and ways of living which are shared by people of the same community faction (Kawar, 2012, p. 105). Cultural framework is expressed in terms of ones attitudes, beliefs, personality characteristics, ideals, expectations; etc (Gardner, 2007, p. 13).

Language and culture have an inextricable and mutually dependent relationship (Choudhury, 2013; Chahak & Basirizadeh, 2012; and Ho, 2009). Tantri (2013, p. 39)

assumes that language is determined, decided and influenced greatly by the culture. Languages encode more than information. They also are both a vehicle and an expression of the cultural values of the societies that use them (Lauder, 2008, p. 17). In line with Yule (2010, p. 267), language is the product of culture.

As well, Byram (2013, p. 4) hypothesized that language education concerns on cultures allied with the language in matter in order to accomplish other humanistic objectives, called, appreciative community of other humanities and their cultures, and in order to advance the effectiveness of communication and conversation.

Local and Target Culture

Local and target language culture is one of the terms which are well-known in language program. Local culture refers to characterize the experience of everyday life in specific, identifiable localities (Encyclopedia Britannica, 2016). According to Kawar (2012, p. 105), local culture refers to symbols and schemas shared by a particular social group. Additionally Xiao (2010, p. 7) pointed that local/source culture refers to learners' own culture. While, in line with Xiao (2010, p. 7), target culture refers to a culture where the target culture is used as the first language and in more comprehensive statement, Chao (2011, p. 197) argued that target culture (TC) is related to the cultures that exist and bear from English-speaking countries (Australia, Canada, Ireland, New Zealand, UK and USA).

To display the use of English in the world, Karchu provided a model which was called "Three Concentric Circles." The division of the circles was based on sociolinguistic profile of English language on the global scale. The form of the circles was known as Inner Circle, Outer Circle and Expanding Circle.

Inner Circle refers to English as basis of L1 based on cultural, linguistic, and literary. While, Outer Circle and Expanding Circle refer to where English do not include all the possible aspects, these three circles have a point about the codification and diversification of English (Kachru, 1996, pp. 136-137).

Research Methodology

In accomplishing this research, the writer used content analysis research in terms of analyzing the cultural contents in English textbooks for junior high school students. This study was going to find out the percentage of local and target language culture proportion in English textbooks, whether the textbooks promoted balance proportion or not and analyzed the presentation of cultural contents in English textbooks. The focus

data that were analyzed were the sentences and pictures contents in the textbooks. The procedure in doing this study was the writer identified, classified and coded the cultures contents into categories and subcategories that had been provided by Byram and Morgan (1994) for sentence data, while, the picture was simply coded under local language category or target language category.

After the data were identified, classified and coded into the exact categories and subcategories. The data displayed in the percentages. Also, it was demonstrated by table to make it more understandable. Mann-Whitney U-test was used to see the significance different of local and target language culture in those textbooks. After that the writer drew inferences based on the results that might appear.

Finding and Discussion

Table 1. Summarizing of the Data

Textbook							
	English on Sky 2				*When English Rings A Bell VIII*		
	Unit Analysis						
	Sentence		Picture		Sentence		Picture
Category	1.731 Sentences		543 Pictures		1.228 Sentences		344 Picture
	Cultural Content						
Local Culture	204 Sentences	11.78 %	106 Pictures	19.5 %	415 Sentences	33.79 %	148 Pictures	43.02 %
Target Culture	212 Sentences	12.24 %	89 Pictures	16.4 %	94 Sentences	7.73 %	35 Pictures	10.17 %
Total	416 Sentences	24.02 %	195 Sentences	35.91 %	509 Pictures	41.44 %	183 Pictures	53.19 %

As seen in the table 1 above, the proportion of local language culture in *English on Sky 2* is 11.78%. It is about 204 out of 1731 sentences in the textbook pointed to local language culture content. While, the proportion of target language culture in *English on Sky 2* is about 12.24%. The data was about 212 out of 1731 sentences in the textbook.

Further, the proportion of local language culture in sentences in *When English Rings A Bell VIII* textbook is about 33.79%. 415 out of 1228 sentences were coded as local language culture category. Meanwhile, the proportion of target language culture in sentences in *When English Rings A Bell* textbook is about 7.53%; the data was about 93 out of 1228 sentences.

In detail, no sentence was coded under category #1 Social identity & social group (SIG) and category #2 social interaction (SI) both local and target language culture in

those textbooks. Under category #3 belief and behavior (BB), 74 sentences were coded. About 56 coded under local language culture category and 18 sentences in target language culture category in *English on Sky 2* textbook, while 198 were coded under local language culture category and 28 sentences in target language category in *When English Rings A Bell VIII* textbook. In *English on Sky 2* textbook, the data constituted 17.78% while in *When English Rings A Bell VIII* textbook was about 44.40% compared to all cultural content in those textbooks.

Additionally, in category #4 Social & political institution (SIP), 2 sentences found as local language culture category and 9 sentences as target language category in *English on Sky 2* textbook, while there was no sentence found under this category in *When English Rings A Bell VIII* textbook. The sentences that were found under this category constituted 2.64% in *English on Sky 2* textbook if the data compared to all cultural content in each textbook.

Even more, under category #5 socialization and life cycle (SLC), 27 sentences were found as local language culture category and 2 sentences as target language culture category in *English on Sky 2* textbook. Whereas, 161 sentences were coded under local language culture category and 24 sentences were found under target language category in *When English Rings A Bell VIII* textbook. The data in this category constituted 6.97% in *English in Sky 2* and 36.34% in *When English Rings A Bell VIII* textbook compared to al cultural content data in each textbook.

In addition, in category #6 national history (NH), 4 sentences were found as local language culture category and no sentences coded as target language culture category in *English on Sky 2 textbook*. While, 2 sentences coded as local language culture category and 8 sentences as target language culture category in *When English Rings A Bell VIII*. The data was about 0.96% in *English on Sky 2* textbook and 1.96% in *When English Rings A Bell VIII* textbook compared to all cultural content in each textbook.

Under category #7 national geography (NG) and 15 sentences in *English on Sky 2* textbook and 33 sentences in *When English Rings A Bell VIII* textbook were coded under local language culture category and no sentence was coded under target language culture category in each textbook. The data in this category constituted 3.60% in *English on Sky 2* textbook and 6.48% in *When English Rings A Bell VIII* textbook from all cultural content in each textbook.

Further, under category #8 national cultural heritage (NCH), 90 sentences were coded as local language culture category and 148 sentences as target language category in

English on Sky 2 textbook. Whilst, 21 sentences were coded under local language category and 34 sentences found under target language category in *When English Rings A Bell VIII* textbook. The data in this category was about 50.21% in *English on Sky 2* textbook and 10.80% in *When English Rings A Bell VIII* textbook compared to all cultural content in each textbook.

Next, under category #9 Stereotypes and national identity (SNI), 13 sentences were coded under local language culture and 26 sentences were coded under target language culture category in *English on Sky 2* textbook and no sentence indicated cultural content in *When English Rings A Bell VIII* textbook. The data in this category constituted 9.37% of all cultural content in *English on Sky 2* textbook.

In Addition, under picture analysis, about 106 out of 543 pictures were coded under local language culture category and 89 pictures under target language culture category in *English on Sky 2* textbook. The data represented about 35.91% from all pictures in the textbook. Whereas, 148 out of 334 sentences were coded under local language culture category and 35 pictures were coded under target language culture category in *When English Rings A Bell VIII* textbook. The data was about 53.19% of all pictures in *When English Rings A Bell VIII* textbook.

After being analyzed by using Mann Whitney U-test, the data for *English on Sky 2* textbook showed there was no significance different between local and target language culture data. Whereas, the data for *When English Rings A Bell VIII* textbook showed there was significance different between local and target language culture. It meant that *English on Sky 2* textbook had balance proportion in presenting local and target language cultural content. Whereas, *When English Rings A Bell VIII* textbook did not have balance proportion.

Table 2. Mann Whitney U-test Analysis of EOS

	Data
Mann-Whitney U	25.000
Wilcoxon W	61.000
Z	-.348
Asymp. Sig. (2-tailed)	.728
Exact Sig. [2*(1-tailed Sig.)]	.779[a]

Table 3. Mann Whitney U-test Analysis of WERAB

	Data
Mann-Whitney U	17.500
Wilcoxon W	45.500
Z	-2.073
Asymp. Sig. (2-tailed)	.038
Exact Sig. [2*(1-tailed Sig.)]	.036[a]

The presentation of local and target language culture in *English on Sky 2* textbook was dominated by category #8 national and cultural heritage (NCH). The presentation of local language culture in *When English Rings A Bell VIII* textbook centered under category #3 belief and behavior (BB), while the presentation of target language culture in *When English Rings A Bell VIII* textbook focal point under category #8 national cultural heritage (NCH).

Table 4. Distribution of All Cultural Content of All Textbooks

Book	*English on Sky 2* textbook		*When English Rings A Bell VIII* Textbook	
Category	Local Culture	Target Culture	Local Culture	Target Culture
	Number of Sentences			
	1731		1228	
Social identity & social group (SIG)	-	-	-	-
· Social class (Sc)	-	-	-	-
· Regional identity (Ri)	-	-	-	-
· Ethnic minority (Em)	-	-	-	-
. Professional identity	-	-	-	-
Social interaction (SI) · Differing levels of formality (Dlf).	-	-	-	-
Belief and behavior (BB) · Moral, religious beliefs (Mrb)	-	-	-	-
· Daily routine (Dr)	56	18	198	28
Social & political institution (SIP) · Health care (He)	-	9	-	-
· Law and order (Lo)	1	-	-	-
· Social security (Ss)	-	-	-	-
· Local government (Lg)	1	-	-	-
Socialization and life cycle (SLC) · Family (Fam)	15	2	113	-
· School (Sch)	5	-	48	22

· Employment (Emp)	7	-	-	-
· Religion (R)	-	-	-	-
. Military Service (Ms)	-	-	-	-
· Ceremonies (C)	-	-	-	2
National history (NH) · Historical periods & events seen as markers of national identity (Hpe)	4	-	2	8
· Contemporary Periods events seen as markers of national identity (Cpe)	-	-	-	-
National geography (NG) · Geographic factors seen as being significant by members (Gf)	15	-	33	-
National cultural heritage (NCH) . Prose (Pr)	-	-	-	-
. Painting (Pa)	-	-	-	-
. Educational idea (Ei)	-	-	-	-
. Film (Fm)	-	-	-	-
. Song (So)	-	14	-	-
. Folktales (Fo)	87	134	16	34
.Musical Instrument (Mi)	-	-	1	-
. Housing (H)	-	-	1	-
. Clothes (Cl)	3	-	3	-
Stereotypes and national identity · Symbols of national identity (Sy)	-	-	-	-
· Famous people (Fp)	13	26	-	-
· Famous monuments (Fm)	-	-	-	-
Total	204	212	415	94
Percentage	11.78%	12.24%	33.79%	7.76%

Conclusion

There were some conclusions that could be drawn. The percentage of local language culture in *English on Sky 2* textbook of sentences was 11.78% and 12.24% was target language culture. While, the percentage of local language culture in *When English Rings A Bell VIII* textbook was 33.79% and 7.73% was target language culture category. Under picture analysis, 19.5% was local language culture and 16.4% was target language culture in *English on Sky 2* textbook, while 43.2% was local language culture and 10.17% under target language culture in *When English Rings A Bell VIII* textbook. Next, the data

showed that *English on Sky 2* textbook has no significance difference between local and target language culture category, it means the data promoted balance proportion of local and target language culture under sentence analysis. Meanwhile, the data showed that there was significance difference between local and target language culture category in *When English Rings A Bell VII* textbook. It means that the data did not promote balance proportion of local and target language culture under sentence analysis. Under picture analysis, it could be assumed that *English on Sky 2* textbook promoted balance proportion while *When English Rings A Bell VIII* textbook did not promote balance proportion. Then, the local and target language culture in *English on Sky 2* textbook presented by the domination under category #8 national cultural heritage (NCH) (44% for local language culture and 70% for target language culture). Whereas, the local language culture in *When English Rings A Bell VIII* textbook presented by the domination of category #3 belief and behavior (BB) (47.7%) and the target language culture dominated by the presentation of category #8 national cultural heritage (NCH) (36.55%).

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