

## **Indonesian Junior High School EFL Textbook: Intercultural Pragmatic Perspective**

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### **Abstract**

This research was conducted to describe the intercultural pragmatic perspective in the grade 8 Indonesian Junior High School EFL textbook entitled “When English Rings a Bell”. Researchers hope that the result of this study can increase teachers’ awareness’ of interculturality in Indonesia, so that they are able to provide language material that can be linked to the learning process. In this study, researcher used content analysis. The text can be in visual form which is used as a communication tool such as documents, film, picture, and book. In this study, researcher used a book entitled “When Rings a Bell” 8<sup>th</sup> grade Junior high school. In general, this book has been previously used by Junior high school students in Indonesia which was designed by the Ministry of Education and Culture of the Republic of Indonesia in 2014 but revised again in 2018. Researcher used Moran’s (2001) theory as a data analysis on cultural aspect in English textbook.

Keywords: intercultural perspective, EFL textbook, junior high school

### **Introduction**

Bahrami (2015) interculturalism really needs to be used in a book as student teaching material. Its function is an awareness to maintain the culture that will be shown to students. Then, Tajeddin & Teimounezhad (2014) said that culture is the most important part of being teaching material in class. Therefore, teaching language is the same meaning as teaching culture because the two are interrelated with one another (Afriani, Mirizon & Sitijak, 2019). Purwaningtyas (2020) explains that there are many teaching materials that can be displayed to students in class such as images, arts and others that are related to culture so they become an important role for students. It can be seen that cultural content is very important for students in class so that they understand learning, especially in learning English.

Weninger & Kiss (2013) said that giving students a culture understanding can be done by giving or guiding them through assignment, text, and picture. So that they can understand the culture when learning in class is taking place. According to

McGrath (2014) cited in Faris's book, the textbook plays an important role for students to provide cultural meaning and cultural similarities. Tomalin also said that culture is the fifth rank in language skill after speaking, writing, listening and reading. Ikromah (2018) explains that the culture in EFL must consist of cultural knowledge, cultural behavior, cultural values and cultural skills.

Several relevant studies have also reviewed how to identify subject from that culture. Yuen (2014) in his research said that the most frequent samples were travel, entertainment and food. However, aspects such as practice, perspective, people are rarely presented. Then according to Afriani, Mirizon & Sitijak (2019) they have a different opinion that people appear more often than aspect of perspective, practice and community, meaning that cultural representations in textbook are very diverse. From the explanation above, it can be seen that not all cultural content can be presented in textbook but culture can still be introduced through other fields.

In this section, Parlindungan, Rifai & Safriani (2018) also conducted research, in which they studied a lot about Indonesia's cultural diversity. This research provides an understanding for the teachers to design how to incorporate cultural values into the textbook. Then, Afriani (2019) shows that the publication of books carried out by the Indonesian government has many aspect of cultural values and is the highest aspect when viewed from cultural targets and international cultural targets. Not only that, books published by Erlangga are also book that show cultural targets and become the highest percentage. According to Syahri (2016) said that 5 out of 9 books in Indonesia display local culture through the text.

While the other six presented the target culture based on image analysis. It may be stated that introducing culture in the textbook is beneficial not only to the target culture but also to the local culture. According to Astiandini and Purwati (2021), the content for culture in the English textbook is higher than 50%. Furthermore, 69% is the highest product since it emphasizes the perspective, of people based on cultural characteristics. Furthermore, Albari and Yamin (2020) indicate that there is a cultural concept in the textbook, but there is an imbalance.

Based on the explanation above, this research was conducted to describe the intercultural pragmatic perspective in the grade 8 Indonesian Junior High School EFL textbook entitled "When English Rings a Bell". Researchers hope that the result of this study can increase teachers' awareness of interculturality in Indonesia, so that they are able to provide language material that can be linked to the learning process. Teachers are also required to be able to optimize culture in the learning process so that students are able to accept or understand material about that culture.

**Methodology**

In this investigation, content analysis was applied. Cortazzi & Jin (1999) explain that analysis is research conducted by selecting the reading text, learning assignments, and categorizing data based on cultural content. According to Chao (2011), content can be concepts, images, words, statements, and instructions. The text may be a visual communication instrument, such as a document, film, photograph, or book. In this study, researchers utilized the book "When the Bell Rings" for eighth grade and junior high school. The Ministry of Education and Culture of the Republic of Indonesia designed this book for junior high school students in 2014, but it was revised in 2018.

Researchers used Moran’s (2001) theory as a data analysis on cultural aspect in English textbook. Moran gave four categories where culture was identified as: 1) Knowing about, relating to cultural information -facts about products, practices and perspectives of the own; 2) Knowing how, referring to cultural practices in the everyday life of the people of the target culture; 3) Knowing why, constituting an understanding of fundamental cultural perspectives -beliefs, values and attitudes; 4) Knowing oneself, concerning the awareness.

**Findings**

After collecting the data, the researcher found that English textbook contain a lot of cultural content. Representative culture in this book such as art, place, music, artefact and life. The first product found by the researcher is an art form, speaking practice, showing a conversation about clothing convers as batik clothes. Second, the concept of perspective is to describe social life and the values contained in the Malin Kundang story. From the cultural representative in the students’ textbook, researcher can identify data based on Moran’s (2001) theory. This says that product, practice, perspective and people can be identified according to their respective component. In this section the researcher can adjust cultural elements in two aspects and can present learning well. The cultural representative in this text book are able to make teachers interact with students so that the teacher can create artistic, religious, and cultural values. Below is this following table

Tabel 1. Moran’s Theory of Cultural Dimension

No	Cultural dimension	The nature of language and culture
1	Product	The dimension of products is locations (buildings, cities, residences), artifacts (food, written document, spoken language, instrument), and

		institutions (family, economy, religion, education, government).
2	Practices	Practices as action (self-expression, communicative practice), interaction (include communicative practice), and social life (time and space interpretation)
3	Perspective	Representing the belief, perception, attitude, and values that validate the product and govern the cultural practices of people and society.
4	Person	Different combination of communities, cultural identite, and experience

There are five aspects in the textbook product that can be described as institution, art form and places. One dimension of perspective has shown an aspect, namely intellectual value. Then, there are six aspects that are also included in this textbook. However, researchers only take two dimension namely product and perspective as shown in the table 2

**Tabel 2. Cultural Representation in English Textbooks**

Chapter	Topic	Page	Section	Cultural Aspect	Cultural Aspect
II	Can you play the guitar ?	20	Speaking	Product	Conversation : “Can you play the angklung ?” (product : art form)
III	Would you like to come ?	40	Speaking exercise	Product	The directing : “Would you like to bring me our ribbon?” (product : art form)
VII	Bigger is not always better !	108	writing : exercise	Perspective	Opinion : “The book is more interesting than the film” (perspective : value and attitude)

### **Discussion**

Based on the data above, both product and perspective dimensions are cultural concept in textbook. Moran (2001) explained that the cultural aspect of the product is referred to as “big C” while the practices aspect is referred to as “small c”. However, Bennet and Allen (2003) have another opinion that “big C” and “small c” are said to be objective cultures, behaviour, artifact and institutions. The cultural dimension in the product aspect very often appears as a place or institution. Meanwhile, the perspective dimension is only an intellectual value. So students interest in learning language can be stimulated by pictures and text such as places or stories from the past. Saville-Troike (2003) says that cultural elements must be applied according to the social context and place where the language is used. That is, when language is practiced in an educational environment, the material for learning must be complemented by culture.

#### **Representative of product**

The cultural patterns in English textbook present image and text as learning media that have cultural aspect. Moran (2001) state that cultural product are centered on object and artifact. Brody (2003) also argue that training in using spoken language is a field in an area, education, history, business and economic. Then “small c” indicates that traditions, habits, activities can have a positive impact on students understanding of language. Because this is an important point for students to increase their cultural conversation. They believe that picture and text are able to convey cultural values in the textbook. In addition, the pictures contained in the textbook rely describe aspect of culture such as places, art, clothing, music, etc.

#### **Representative of perspective**

The cultural representative in Malin Kundang’s point of view is a story that happened in the Padang area, precisely in west Sumatera province, which is a province of Indonesia. in this section, the perspective aspect refers to belief, values and attitude. This perspective aspect will become the standard of stories that happened in the past.

### **Conclusion**

The textbook "When a Bell Rings" for Grade 8 junior high school, published by the Ministry of Education and Culture, contains a number of cultural aspects in its illustrations, text, and exercises, as determined by the research described above. Such as product aspect displayed in the form of art, place and institutions. In this case these aspect are recommended to the teacher so that the cultural element contained in the text book can be presented to students.

In essence, research on examining cultural aspect is carried out so that studying language does not only focus on language but can find out the cultural aspect that are displayed.

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