From Local to Globe: The Representation of Local Culture in An Undergraduate EFL Students' Textbook

Mega Fariziah Nur Humairoh,
Univeritas Negeri Kyai Haji Achmad Siddiq Jember
Email: megahumairoh20@gmail.com

Hanum Kurnia Riska[1],
Univeritas Negeri Kyai Haji Achmad Siddiq Jember [1]
Email: hanumkurnia831@gmail.com[1]

ARTICLE INFO

ABSTRACT

Given the wide variety of circumstances in which English is being used globally, the role of local culture in teaching English as a Foreign Language (EFL) is a challenging one. Based on the sociocultural viewpoint that language use is dynamic and context-dependent, this article is aimed to investigate the insertion of cultural values in the English textbook that is suitable and practical for undergraduate students. This developmental research employed Preffers model which consists of six stages: Identify the problem, describe the objectives, design & develop the artifact, test the artifact, evaluate testing results, and communicate the testing result. The sample of this study was 15 students of undergraduate students who is taking the English course. Results of an analysis of six sets of ELT textbooks that are distributed extensively and their cultural content are given. The validity test was done by three expert validators. It demonstrated the mean 86.7 and categorized as valid. Then, the practicality test showed a percentage 76.8% And also categorized as good practicality. Our result can be concluded that the developed English textbook is suitable, practical and beneficial for students. We further recommend using this textbook for teaching English.

INTRODUCTION

Culture is now viewed as an essential component of language instruction. The growth of the "intercultural" approach has strengthened this connection (Byram 1997; Lange & Paige, 2003; Morgan & Cain, 2000; Ladegaard & Phipps, 2020). Thus, culture has a significant influence in both language learning and teaching and is regarded as one of the key elements of all language teaching materials. However, McDonough (2005) & Palmer et.al (2019) noted there are important questions to consider, including how to incorporate cultural elements into language instruction materials as well as whose culture should be represented.

With a greater understanding of the issue of culture in language teaching (Premier & Miller, 2010), an intention has emerged in presenting local culture information in language textbook. From the perspective of sociocultural theory, Shin et.al (2011) and Nguyen et.al (2021) argues students' English variants and local context have the important role and should not be relegated to the lowest status. To help students better identify with various types of English and their related cultures, textbook authors and material developers should take this variability into consideration. They should also encourage students to draw on their own life experiences. It gives the impression that English is a language that can be learned by anyone, regardless of where they are from, what race they are, or what background they come from, and that English brings people together.

To help students develop their cultural competence, researchers like Majdzadeh (2002), Victor (1999), and Nguyen et.al (2021) have proposed that textbooks should be localized as well as include target and global culture. In order to guarantee that students are exposed to local, target, and global cultural components, teachers should be encouraged to use complementary teaching materials. Not all textbooks include cultural knowledge, particularly about local culture. On the basis of the context, goals, and needs of the students for whom the textbooks are intended, Adaskou, et.al. (1990) stated that materials developers and policymakers frequently decide which cultural elements are to be addressed and how. They may have their own overt or covert agendas for including or excluding particular cultural contents.

Similar to other countries, the cultural content of textbooks is frequently focused on the source culture rather than the targeted

users. A study from Adaskou, et.al (1990) about the design decisions made for the cultural content of a national secondary English course in Morocco found that the majority of the teachers were in agreement that just a very modest amount of the foreign culture should be included in the textbook. Additionally, McKay (2003) stated that a lot of Chilean textbooks emphasize local culture rather than the intended one. That according McKay, countries in which English plays an international role must make use of local teaching resources and pick teaching strategies that are appropriate for their particular contexts because English cannot be connected to a single native culture because of its worldwide nature. Similar to this, Holliday (2020), Kim (2020), Samuels (2018) emphasize the significance of authentic cultural information, arguing that understanding one's own culture will help learners better understand their own cultural identity, share their culture with the world, and interact with people from other cultures in more positive ways.

Related to our research context, based on our preliminary study in a university in East Java, Indonesia, the faculty members and the students used the materials which utilized the native contents. They confirmed that it become the gap for them. They felt difficult to understand the topics or the texts that they have no background knowledge dealing with the topics. Selecting learning materials, particularly course books, could be accomplished by examining specific aspects of the book, such as its content, availability, and feasibility. The differences between Indonesian society and the teaching materials situations made it difficult for students to understand what they were learning. Local wisdom-based teaching materials help students internalize cultural values and are easier to understand because they are more contextual, close to their learning environments, and have the potential to improve learning outcomes. As a solution, we develop a supplementary material, in the form of English textbook, which integrates Indonesian local culture. In light of this, it is the responsibility of teachers to evaluate not only the students under their care, but also the teaching and learning process as a whole, which includes the materials. It becomes a necessity because the result of this study is expected to be beneficial for both faculty members and teachers in using teaching and learning materials that support local culture based on their personal connections or experiences.

METHODS

This study is classified as a design and developmental (D&D) type. Richey and Klein (2007) specified the definition to the education domain by defining this type of research as the systematic study design, development and evaluation process with the aim of establishing an empirical basis for creation of instructional and non-instructional products. We followed Peffers et al. (2007) approach as the framework for our D&D research study.
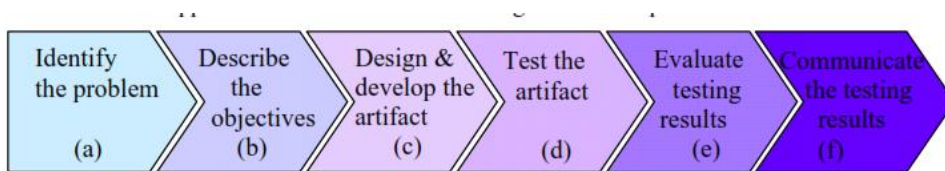

Figure 1. the 6-phase D&D research model

In the first phase, we identified the needs for the undergraduate students, feasibility, and requirements for the development of teaching materials. In the second phase, the requirements were set based on the previous phase to address the problem. The third phase were the major decision int this study which starting the process of designing and developing the English textbook based on the Indonesian local culture. After completed the third phase, we conducted test and evaluate phase. We divided into two tests that consists of validity test and practicality test. The validity test was done by using expert judgment validation checklist. It was established to see the English textbook does or does not meet the functionalities and requirements for it. Also, the practicality test was employed to the faculty members and students by spreading the practicality questionnaire. After that, we evaluated the testing result weather it needed the further revision or not. Finally, we communicated the testing result to have a great extent of the contribution of the study to the body of the knowledge related to the topic of this study.

RESULTS AND DISCUSSION

The Requirements of the Product

Based on the first phase of this study, we found that the students need a supplementary English textbook that integrated to local culture to support them in learning English. Because not all course books are appropriate for students' needs, teachers must be creative in order to transform the course book into something useful in assisting students in meeting the learning objectives. They were believed that by integrating local culture to their English materials, they felt comfortable with because of their personal connections or experiences. Anggramaeni, et.al (2018) and Santosa, et.al. (2018) note that Local wisdom-based teaching materials help students internalize cultural values and are easier to understand because they are more contextual, close to their learning environments, and have the potential to improve learning outcomes. Lu and Chien (2022) noted that the integration of local culture into environmental education increased students' learning motivation when it was linked to their personal experience. Regmi (2017) also claims that combining texts with local culture can reduce unfamiliarity and help students learn more effectively. The students who are learning English will benefit from being exposed to new language patterns as a result of the incorporation of local culture into the classroom. Learners who are still in the beginning stages of the language acquisition process have reported that they find it simpler to speak English when they make use of local words from their community. This enables them to communicate more effectively.

Table 1. Phases of identifying objectives

Participants and methods	Instruments
• 75 out of 80 students in semester 1 • Seven faculty members teaching in semester 1 • The head of English education program	• Needs analysis • Open-ended questionnaires • Interview guideline

The Design and Development Process

At this step, we did several things, such as reviewing the syllabus, listing the topics and materials along with the examples and explanations, searching the appropriate images, font and size, and designing the prototype/draft. Tomlison (2003) providing appealing visuals will increase subject familiarity while also increasing students' interest and curiosity. The topics that are currently being discussed in class have been helped to become more engaging by the addition of pictures that illustrate local crafts, culture, food, and flora from the state. While the modules did a good job of bolstering literacy, they did not ignore the importance of developing other skills; adequate writing activities and practices were planned for each level.

Relevant tools of the development process are documented in work logs in the following table:

Table 2. work logs of Development Process and Stages

Stage	Work Log	Descriptions
Stage 1	Identifying the needs	Identifying the problems based on the students' context (priority needs)
Stage 2	Describing the objective	Describing what requirements must the product meet the criteria
Stage 3	**Designing the students' teaching materials**	Designing the teaching materials based on the criteria
	Identifying the syllabus	Identifying the syllabus
	Selecting the theme	Selecting the theme based on the objective
	Deciding the topics	Deciding the topics based on the syllabus and the objective
	Selecting the format	Selecting the format based on the students' context

	Searching the materials	Searching the materials based in the syllabus and topics
	Searching the appropriate illustration	Deciding the appropriate illustration based on the theme
	Developing the product	Developing the teaching materials by integrating the learning contents to Indonesian local culture
	Writing, illustrating, and editing the materials	Writing, illustrating, and editing the materials based on decided materials
Stage 4 & 5	Testing and Evaluating the product	Pre-testing the materials
	Checking the product	Checking the product based on the outline
	Conducting the validation test	Conducting the validation test by using three experts panel, interviewing the lectures, and reviewing the literature to see the practicality and feasibility
	Revising the product	Revising the product based on experts' reviews and suggestions
	Conducting the validation test II	Conducting the validation test by using three experts panel, interviewing the lectures, and reviewing the literature based on revised products to see the practicality and feasibility
	Conducting the tryout	Conducting tryout to small groups (10-15

		students) to see the practicality and feasibility to the lectures and students as actual users
Stage 6	Communicating the testing result	Conducting the data analysis and report of the design and development process

The initial draft of the preparation of this textbook consisted cover, basic competence, indicators, and materials related to each chapter. The sample of appearance of the English textbook can be seen in the figure 2.
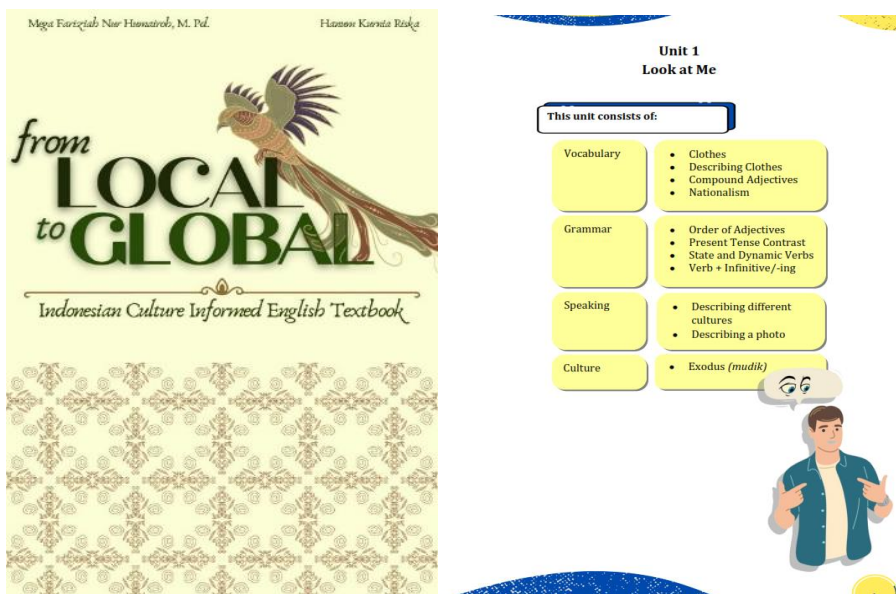
Unit 2
My Stories

This unit consists of:

Vocabulary	• Adjective about feeling
Grammar	• Past tense • Used to
Speaking	• Describe about feeling • Telling story about national heroes
Writing	• Past tense • Earliest memory
Culture	• Kartini Day
Reading	• My early memory

18

Unit 3
Body and Mind

This unit consists of:

Vocabulary	• Parts of body
Speaking	• Dialogue about injuries • What have you done this week? • Junk food
Grammar	• Simple past • Present perfect • Present perfect continous
Culture	• Fast food addict
Reading	• Global diet choice
Writing	• Personal experience

33

Unit 4
Our Future

This unit consists of:

Vocabulary	• Technology
Grammar	• Talking about future • Future perfect • Future continuous
Speaking	• Agreement • Prediction • Making suggestion
Culture and Reading	• Political party

50

Unit 5
Telling Tales

This unit consists of:

Grammar	• Reported speech • Compund nouns
Culture	• Indonesian myths or reality
Reading	• Folktale of Indonesia
Speaking	• Guessing game

66

Figure 2. The sample of appearance of the English textbook

Testing and evaluate the product

The compiled topics and materials were later validated by three experts to assess the feasibility of the textbook before they were used. The requirements became the validators of this textbook were an expert of language and education, an expert of teaching media and materials, and the head of English study program who established the initial syllabus. The validators offered a number of suggestions, and the researcher updated the English module in response to their advice. After responding their devise, the three validators completed the questionnaires of the validity that consisted of content, language, and layout with the five Likert scales in 19 questions. The result of the three validators were valid.

Table 3. The Results of Validation

No	Aspects	Validator 1	Validator 2	Validator 3
1	Content	38	38	39
2	Layout	27	28	27
3	Language	18	23	22
	Total	**83**	**89**	**88**

Mean	86.7
Category	Valid

Based on the table above, it can be seen that the mean score of three aspects which validated by three validators was 86.7. it can be inferred that the average score of three validators indicated a valid category. It means that the developed English textbook was feasible to be used.

The process of testing and evaluation for the design and development principles were conducted in the following table:

Table 4. Methods in Validating Process

Participants and Methods	Instruments
• One subject matter expert in English language • Three experts in validating product for reviewing in instructional designs, English language and media • Small group testing (15 students)	• Open-ended questionnaires • Interviews • Content analysis • Classroom observation • Testimonial

The textbook that had been declared valid was then tested to the students to see the practicality. 15 participants were employed in the tryout. They were asked to read and study the materials, language, instructions, and also the graphic module. After those activities had done, they were asked to respond the questionnaire to see the practicality of the English textbook. The result of the input from the students, overall, they could comprehend well the instructions, the contents, and the language. They also liked the layout of the book.

Participants	Criteria	Total Skor	Percentage	Classification
15	Content	717	78%	Good
	Layout	620	77%	Good
	Language	435	75%	Good

Thus, the final display textbook can be seen as follows:
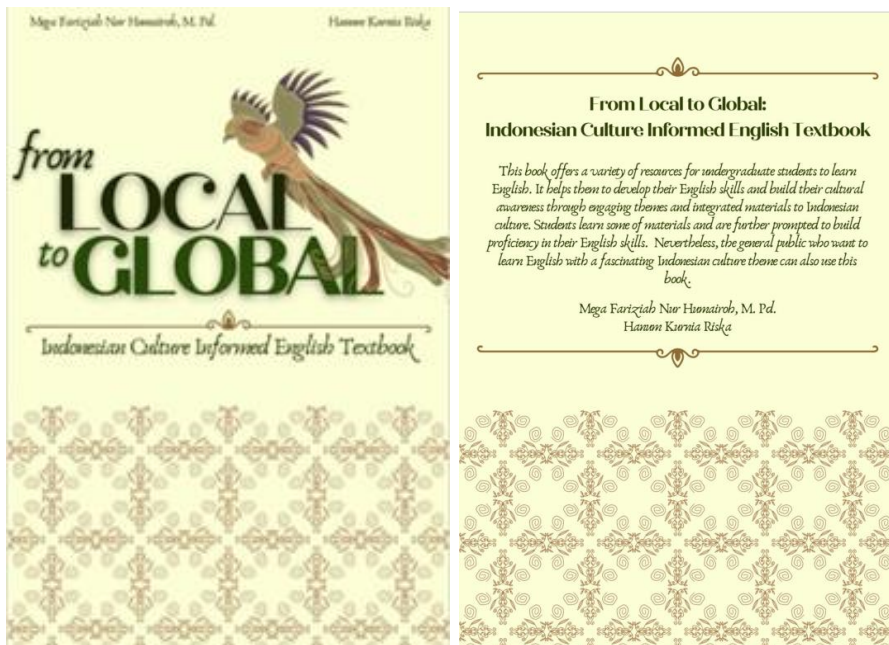
Figure 3. Final Draft module

Figure 4. Table of contents of the final draft

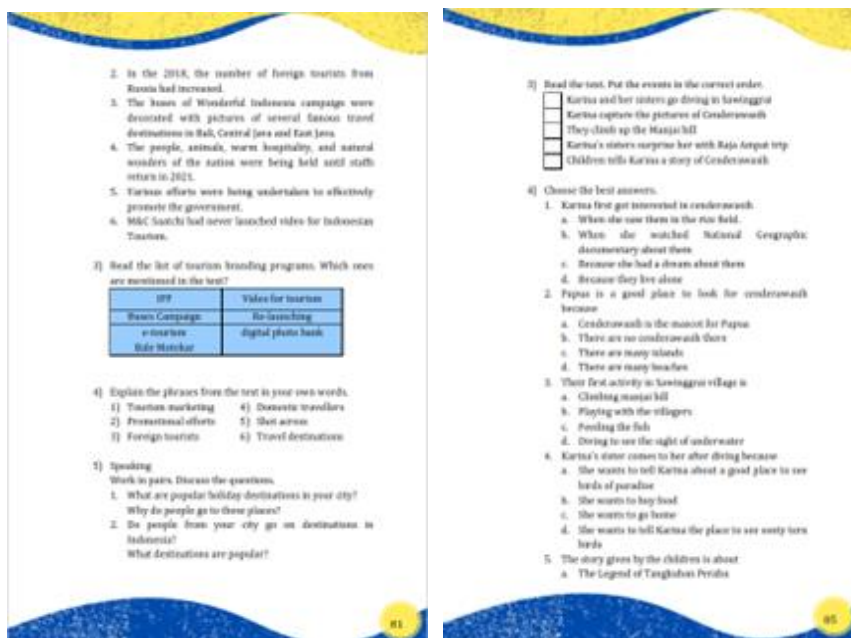**Figure 5.** The example of the representation of local culture

Figure 6. The exercises

Communicating the result

Dealing with the result of this design and development study about integrating Indonesian local culture to the English textbook of undergraduate students, it can be inferred that the textbook was feasible and practical to be used. The result showed that the implementation of Indonesian culture had been presented in this textbook. We took different approaches to presenting cultural information. Under the topic travel, for example, we presented the wonderful Indonesia to build the students' cultural awareness and help them comprehend the topic easily. As Khalifa (2020) stated that the main goal of cultural teaching is to develop responsive action. The role of teaching materials in the implementation of a new curriculum has always been significant. Teachers can manage teaching materials and use them in in-class and out-of-class activities when they are guided by teaching materials. Appropriate teaching materials must meet Indonesian standard norms/values and avoid pornographic content, radicalism, violence, ethnic-religious-racial sentiments, and gender stereotypes. Textbook authors are heavily

influenced by curriculum ideology when selecting texts and developing tasks (Setyono & Widodo, 2019).

As previous noted, our developed materials in non-native, we wanted to make an effort to help students communicate with both nonnative and native speakers (Tomlinson, 2005). So, we use a strategy to design the textbook for undergraduate students that includes a localizing perspective. Textbooks can be a powerful tool for equipping learners with knowledge of world Englishes and intercultural communication skills in response to calls to incorporate the changing sociolinguistic reality of English in classroom practices (Nguyen, et.al., 2021). Localized textbooks are written by teachers who are not native English speakers; however, in contrast to local textbooks, localized textbooks draw on international English textbooks for their content. Alcoberes (2016) investigated the author-initiated discourses of the selected English textbooks using localised EFL textbooks from the outer circle countries (Singapore and the Philippines) and the expanding circle countries (Vietnam and Indonesia). This study examined the discourse features and WE pedagogy characteristics in the selected English textbooks. The findings indicated that local and foreign lexes and discourse features promoting local heritage are integrated into author-initiated discourses. This demonstrates the strong influence of non-native English-speaking countries' cultures. This could be considered a hybrid between local and international textbooks. To put it another way, localized English textbooks are international English language textbooks that have been adapted to the culture of the country in which they are taught. In other words, localized English textbooks are international English language textbooks.

In developing the English textbook, we localize our materials by using students' experiences and making our textbook culturally responsive. Students can learn about local 'wisdom,' such as a strong work ethic, personality, and integrity, by discussing developed teaching materials. We also develop teachers' manuals that include specific suggestions and instructions about how the text can be used in the students' cultural context. Chernikova (2020) suggested that it

is possible that we may have to replace unfamiliar context with familiar, useful ones. When EFL students attempt to communicate interculturally with native and non-native English speakers from expanding circle and outer circle countries, knowledge of various cultures in one's own country is critical (Liu and Fang 2017). However, this current localized textbook has limitations as well. One of the key shortcomings is a lack to link the English language to the cultures of other countries in order to promote global communication. This limitation can be overcome by giving supplementary material about global cultures (Nault, 2006).

CONCLUSION

The English textbook based on Indonesian culture that was developed in this study was declared to be valid and practical after testing and evaluating. These results based on the validity test by three experts who assessed the feasibility and usability of its use in term od content, layout, and language. Moreover, the practicality test also demonstrated that the textbook was practical or easy to use. Finally, some of the relevant materials remained at the traditional knowledge-oriented level. We recommended to further researchers to consider on investigating the effectiveness of the use of this book to the student's comprehension. Also, we recommend to the faculty members to use this book as supplementary book in teaching English for undergraduate students. Yet, they need to consider to create an intercultural space within the classroom to help learners develop their intercultural competencies and allow effective communication between people of diverse backgrounds through the use of ELT.

REFERENCES

Adaskou, K., Britten, D., & Fahsi, B. (1990). Design decisions on the cultural content of a secondary English course for Mororcco. ELT journal, 44(1), 3-10.

Alcoberes, P. J. N. 2016. "The Author-Initiated Discourses in the Selected English Textbooks in Southeast Asia: A World Englishes Paradigm." Asian Englishes 18 (1): 36–52. doi:10.1080/13488678.2015.1132109.

Byram, M. (1997). 'Cultural awareness' as vocabulary learning. Language learning journal, 16(1), 51-57.

Bulu, V. R. (2022). EFEKTIVITAS PENGGUNAAN BAHAN AJAR GEOMETRI BERBASIS BUDAYA LOKAL TIMOR TENGAH SELATAN TERHADAP HASIL BELAJAR SISWA. HINEF: Jurnal Rumpun Ilmu Pendidikan, 1(2), 1-6.

Chernikova, O., Heitzmann, N., Stadler, M., Holzberger, D., Seidel, T., & Fischer, F. (2020). Simulation-based learning in higher education: A meta-analysis. Review of Educational Holliday, A. (2020). Culture, communication, context, and power. The Routledge handbook of language and intercultural communication, 39-54.Research, 90(4), 499-541.

Kim, D. (2020). Learning language, learning culture: Teaching language to the whole student. ECNU Review of Education, 3(3), 519-541.

Ladegaard, H. J., & Phipps, A. (2020). Intercultural research and social activism. Language and Intercultural Communication, 20(2), 67-80. Ball, S., Kenny, A., & Gardiner, D. (1990). Literacy, politics and the teaching of English. In I. Goodson, & P. Medway, (Eds.), Bringing English to order (pp. 47- 86). London: The Falmer Press.

Khalifa, M. (2020). Culturally responsive school leadership. Harvard Education Press.

Liu, J., and F. Fang. 2017. "Perceptions, Awareness and Perceived Effects of Home Culture on Intercultural Communication: Perspectives of University Students in China." System 67: 25–37. doi:10.1016/j.system.2017.04.003

Lu, H. Y., & Chien, C. W. (2022). Implementation of local culture curriculum in an English Scenario Classroom on Taiwanese sixth graders' environmental and vocabulary knowledge. Education 3-13, 1-14.

Majdzadeh, M. (2002). Disconnection between Language and Culture: A Case Study of Iranian English Textbooks.

McDonough, T. B. (2005). Response: Intercultural Forgiveness: The Conditions for the Possibility of Peace. Philosophy of Education Archive, 96-98.

McKay, S. L. (2003). EIL curriculum development. RELC Journal, 34(1), 31-47.

Morgan, C., & Cain, A. (2000). Foreign language and culture learning from a dialogic perspective (Vol. 15). Multilingual Matters.

Nault, D. (2006). Going global: Rethinking culture teaching in ELT contexts. Language, culture and curriculum, 19(3), 314-328.

Nguyen, T. T. M., Marlina, R., & Cao, T. H. P. (2021). How well do ELT textbooks prepare students to use English in global contexts? An evaluation of the Vietnamese English textbooks from an English as an international language (EIL) perspective. Asian Englishes, 23(2), 184-200.

Paige, R. M., Jorstad, H. L., Siaya, L., Klein, F., Colby, J., Lange, D., & Paige, R. (2003). Culture learning in language education.

Culture as the core: Perspectives on culture in second language learning, 173-236.

Palmer, D. K., Cervantes-Soon, C., Dorner, L., & Heiman, D. (2019). Bilingualism, biliteracy, biculturalism, and critical consciousness for all: Proposing a fourth fundamental goal for two-way dual language education. Theory into Practice, 58(2), 121-133.

Peffers, K., Tuunanen, T., Rothenberger, M. A., & Chatterjee, S. (2007). A design science research methodology for information systems research. Journal of management information systems, 24(3), 45-77.

Premier, J. A., & Miller, J. (2010). Preparing pre-service teachers for multicultural classrooms. Australian Journal of Teacher Education (Online), 35(2), 35-48.

Regmi, T., Pradhan, S., & Pant, B. (2017). In vitro mass propagation of an epiphytic orchid, Cymbidium aloifolium (L.) Sw., through protocorm culture. Biotechnology Journal International, 19(1), 1-6.

Richey, R. C. Klein.(2007). Design and Development Research.

Samuels, A. J. (2018). Exploring Culturally Responsive Pedagogy: Teachers' Perspectives on Fostering Equitable and Inclusive Classrooms. Srate Journal, 27(1), 22-30.

Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis. Intercultural Education, 30(4), 383-397.

Tomlinson, B. (Ed.). (2003). Developing materials for language teaching. A&C Black.

Tomlinson, S. (2005). Education in a post-welfare society. McGraw-Hill Education (UK).

Victor, M. (1999). Learning English in Gabon: The question of cultural content. Language Culture and Curriculum, 12(1), 23-30.