Research on Educational Media: Balancing between Local and Target Language Cultures in English Electronic Textbooks

by Dian Erlina

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ABSTRACT
The aim of this study was to investigate the proportions of the local and target language cultures in government's English electronic textbooks for junior high school students in Indonesia. The primary data were collected from English textbooks published by the Indonesian government. We analyzed ten English electronic textbooks with 2308 paragraphs and 3079 pictures. The Byram & Morgan's (1994) model was used to analyze the paragraphs and pictures to examine local or target language culture categories. The findings indicated that in terms of paragraphs, of the ten textbooks, four textbooks showed a balanced proportion, while six textbooks were imbalanced in presenting local and target language cultures while for the pictures, only two textbooks promoted a balance proportion between local and target language cultures and eight textbooks presented imbalance proportions. The findings shed important light on the sort of evidence necessary for promoting a balance proportion between local and target language cultures in English electronic textbooks. Suggestions for future research are also discussed.

Keywords: local and target language culture, balanced and imbalanced proportion, English electronic textbooks

INTRODUCTION
Language teaching materials are very essential. Richard (2001) argues that materials are the key components in most language programs while Pardo and Téllez (2009) assume that language learning materials form a crucial feature in constructing an effective teaching and learning environment. For Nguyen, Warren, and Fehring (2014), teaching materials take part in an essential role in endorsing communicative language use. The advantages of language teaching materials contribute a leading influence to the activities of language teaching and learning in language classroom. To construct an effective teaching and learning environments, the foremost aspect that should be presented in language teaching is cultural content (Pulverness, 2003) as it is the basis of understanding other aspects (Pardo & Téllez, 2009). It would be complicated, if not unfeasible, to teach a language without teaching some features of its culture (Hilliard, 2014; Neff & Jr, 2013) as language is one of the products of culture (Yule, 2010).

The presence of cultural elements in language teaching resources is intended to supply many advantages for learners as it can facilitate learners to be capable linguistically and interculturally (Ho, 2009). Language materials that have cultural contents could provide students for broadening students' view with cultures and for

empowering them with multicultural competence (Troncoso, 2010). Moreover, in actual communication, it is not only the characters of language that hands on meaning but also language in its cultural background that constructs meaning (Erfani, 2014). Additionally, Wang (2011) said that the point of English education was to cultivate students' inclusive English competence by learning language and its culture. Mainly, cultural materials will always be tied with the language teaching.

The major materials in language classroom are textbooks (Dweik & Al-Sayyed, 2015; Sorongan, Susanti, & Syahri, 2014) as textbook is an important part or instrument of language learning in the classroom (Heyneman, 2006; Hurst, 2014; Liu & Laohawiriyanon, 2013; Moirano, 2012). Textbooks might give a fundamental function in educational system of every nation (Khajavi & Abbasian, 2011). Moreover, textbook is the main reference of cultural components besides presenting linguistic and relevant contents essentially revealing the intrinsic ideology in the ESL/EFL context of a particular aspect (Heyneman, 2006; Hurst, 2014; Liu & Laohawiriyanon, 2013; Moirano, 2012).

There are two kinds of cultural teaching and learning materials or resources that could be presented in English textbooks. The first is local culture materials and the second is target culture materials (Jiangqiong & Tin, 2010). Local cultural learning materials or resources reflect the norms, symbols, traditions, schemas, and beliefs shared by a specific social group. For instance, when a group of people do a regular activity of something, it will be a habit and raised to be a continuous activity in that locality. Then, people will call it as their culture (Kawar, 2012). While, target culture is related to the cultures that subsist and abide from English speaking countries (Chao, 2011) where people use English as the first language based on the sociolinguistic aspects such as Australia, Canada, New Zealand, UK and USA (Karchu, 1996). When linking cultures to the teaching materials, it should be equivalent. Bell and Gower (1998 as cited in Tomlinson, 2003) said that one of the principles in material development was that the materials should be put in balance consideration, and one of the materials is cultural content (Andarab, 2014; Rubby, 2003). Similarly, Jiangqiong and Tin (2010) said that it was important to combine local and target cultures in teaching materials. Accordingly, many authors have suggested using both local languages and target language cultures to deal with the limitations of exclusively using one of the cultures (Choudhury, 2013) as students need to understand their own cultures and other cultures (Frank, 2013). The unequal proportion of cultural contents in textbooks might lead complicatedness to students during their participation in intercultural interaction (Liu & Laohawiriyanon, 2013).

It is correspondingly important to do an evaluation to the materials of the teaching whether the textbook which is used by the English teacher is balanced or not in terms of cultural contents. The ability to use teaching materials competently is a very vital activity for all EFL educators (McDonough & Shaw, 2003). For the cultural content evaluation, Byram and Morgan (1994) and Kilickaya (2004) proposed a qualitative evaluation checklist with a list of criteria for examining the extent and methods of how culture is presented. There are nine categories from the checklist, namely; social identity and social groups, social interaction, belief and behavior, socio-political institutions, socialization and the life-cycle, national history, national geography, national cultural heritage, stereotypes and national identity (Byram & Morgan, 1994).

However, in Indonesia as a developing and non-English speaking country, research on the proportions of the local and target language cultures in government's English electronic textbooks is rare except for Sorongan, Susanti and Syahri (2014) who analyzed two series of English textbooks (English Zone and Interlanguage) for senior high school and found that some of textbooks in Indonesia were not balanced in promoting local and target language cultures in English textbooks. The aim of this study was to investigate the proportions of the local and target language cultures in government's English electronic textbooks for junior high school students in Indonesia. The following questions guided this study:
1. What is the percentage of local and target cultures proportions in English electronic school textbooks for junior high school in Indonesia?
2. Do English electronic school textbooks for junior high school in Indonesia promote a balanced proportion of local and target language cultures?

LITERATURE REVIEW
Language material
The term of material in language teaching could be interpreted in many assumptions. Materials comprise anything which could be used to make better the learning of a language (Tomlinson, 2014). They could be linguistic, figure, auditory or kinesthetic. Also, they could be produced in printed forms or on tape, CD-ROM, DVD or the internet. They could be instructional as they notify students about the language, they could be trial as they give a contact to the language in use, and they could be elicitative as they encourage the language use, or they could be diagnostic as they seek for innovations about language utility (Mahmood, 2011; Tomlinson, 2014).

Materials are very important in a language program. According to Richard (2001), materials are key component in most language programs, while Pardo and Téllez, (2009) assume that language learning materials form an important component in producing an effective teaching and learning environment. 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). The materials that could be presented in language teaching are grammar, vocabulary, listening skill, writing skill, reading skill, cultural content, etc. (Pardo & Téllez, 2009). Materials could be presented into (1) written materials (books, workbooks, worksheets, or readers) and (2) non-written 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. Textbook is one of the presentations of the materials (Mahmood, 2011; Nguyen, Warren, & Fehring, 2014; Pardo & Téllez, 2009; Tomlinson, 2014). Textbook is developed on the base of printed curriculum (Mahmood, 2011). 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
Culture and language possess an inextricable and reciprocally contingent relationship (Chahak & Basirizadeh, 2012; Choudhury, 2013; Ho, 2009). Tantri (2013) assumes that language is indomitable, decided and inclined greatly by cultures. Languages can put into code more than information. They are also both a way and an utterance of the cultural or ethnic principles of the people that utilize them (Lauder, 2008). People use the word of culture to impart to all the thoughts and postulations about the sort of features and societies that people study when they grow to be members of social groups. It can be defined as socially obtained knowledge (Yule, 2010. This is the kind of knowledge that, like primary language, people firstly gain without intentional awareness. Someone builds up awareness of his knowledge, and hence of his culture, only after having developed language. Therefore, language is the product of culture. Byram (2013) 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.

Cultures in ELT
As language and culture are undividable, it is completely essential to take in cultures in language education processes (Cakir, 2006; Moirano 2012; Wang, 2011). Hence, with regards to the indivisible correlation between language and culture, growingly intellectuals and educationalists have highlighted the important function of culture in language teaching and learning (Liu & Lauhawiryanon, 2013) because culture is such a connected part of language, it would be complicated, if not unfeasible, to teach a language without teaching some features of its culture (Hilliard, 2014; Neff & Jr 2013). Therefore, the point of English education is to cultivate students' inclusive English competence by learning language and its culture. In successful instruction and learning of both language and cultural background knowledge, cultural foreword contributes to cultivate students' cultural awareness of target language. Thus, students can advance their English inclusive ability and cultural communication of the target language. This completes the target of foreign language education (Wang, 2011).

THEORETICAL FRAMEWORK
A content analysis of the local and target language cultures in English electronic textbooks for Junior High School students requires a theoretical framework that helps to better understand and describe the proportions of the local and target language cultures in government's English electronic textbooks for Junior High School students in Indonesia. Byram and Morgan's (1994) a qualitative evaluation checklist with a list of criteria was used to examine to which extent that culture is presented in in government's English electronic textbooks. Byram and Morgan's (1994) a qualitative evaluation checklist consists of nine categories consisting of the social identity and social groups, the social interaction, Beliefs and behaviors, Socio-political institutions, Socialization and the life-cycle, National history, National geography, National cultural heritage, Stereotypes and national identity.

We used Byram and Morgan's (1994) a qualitative evaluation checklist with a list of nine criteria for evaluating the local and target language cultures in government's English electronic textbooks for Junior High School students in Indonesia. We assumed that Byram and Morgan's (1994) checklist covers all cultural aspects and more inclusive and comprehensive.

METHODOLOGY

In this study, the content analysis design was used for addressing the purpose of this study since it is a research design used to help researchers make inferences by interpreting and making codes for textual materials and by analytically evaluating texts such as documents, oral communication, and graphics (Mayring, 2014). Mayring (2014) argues that the central idea of the content analysis is to evaluate texts or documents, oral communication, and graphics or pictures through working with many text passages and analyses of frequencies of categories and processing and assigning categories to text passages.

Guided by Byram and Morgan's (1994) evaluation checklist with a list of nine criteria, we evaluated the local and target language cultures in government's English electronic textbooks for junior high school students in Indonesia. We examined the percentage of local and target cultures proportions in English electronic school textbooks for junior high school in Indonesia. Particularly, we searched for whether English Electronic School textbooks promoted a balanced proportion of the local and target language cultures or not. We analyzed the paragraphs and pictures in the ten textbooks published by the government. The following table presents the ten English electronic school textbooks for junior high school in Indonesia.

Table 1: Data of electronic school textbooks for junior high school in Indonesia

Titles	Authors
1. Scaffolding English for Junior High School Students (Grade VII)	Joko Priyana, Riandi, and Anita P Mumpuni
2. Scaffolding English for Junior High School Students (Grade VIII)	Joko Priyana, Arnys R Ijayanti, and Virga Renita Sari
3. Scaffolding English for Junior High School Students (Grade IX)	Joko Priyana, Riandi, and Anita P Mumpuni
4. Contextual Teaching and Learning Bahasa Inggris: Junior High School Students (Grade VII)	Th. Kumalarini, Achmad Munir, Slamet Setiawan, and Helena Agustien
5. Contextual Teaching and Learning Bahasa Inggris: Junior High School Students (Grade VIII)	Utami Widiati, Pratiwi Ratnaningsih, Gunadi H. Sulistyo, Mirjam Anugerahwati, Nunung Suryati Oikurema Purwanti, and Slamet Setiawan
6. English in focus 1: For grade VII Junior High School (SMP/ MTs)	Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma
7. English in focus: For grade IX Junior High School (SMP/ MTs)	Artono Wardiman, Masduki B. Jahur, M. Sukirman Djusma
8. Bahasa Inggris When English Rings A Bell (VII)	The Ministry of Education and Culture
9. Bahasa Inggris When English Rings A Bell (VIII)	The Ministry of Education and Culture
10. Bahasa Inggris Think Globally Act Locally (IX)	The Ministry of Education and Culture

For the data analysis of the ten English electronic school textbooks for junior high school in Indonesia, we identified, coded, and classified the cultures content into categories and subcategories that had been provided by Byram and Morgan (1994) for paragraphs data, while for the pictures, we simply coded them under the local language categories or target language categories. After we identified, classified and coded the data into the exact categories and subcategories, we displayed the data in the percentages. Furthermore, we presented the findings in the tables to make it easily understandable and we drew inferences based on the results that we found.

FINDINGS

We organized our findings into two parts: (1) the proportions of the local and target language cultures in paragraphs and (2) the proportions of the local and target language cultures in pictures.

The proportions of the local and target language cultures in paragraphs

We analyzed 2308 paragraphs from the ten English electronic school textbooks for junior high school in Indonesia. Our analysis of the texts revealed that each textbook showed a different proportion in presenting local and target language cultures aspects. Five English textbooks namely, Scaffolding English for Junior High School Students (Grade VII), Scaffolding English for Junior High School Students (Grade IX), English in Focus 1: for

Grade VII Junior High School, Bahasa Inggris When English Rings a Bell (VIII), Bahasa Inggris Think Globally Act Locally (IX) promoted a higher proportion in promoting local language cultures.

However, the textbooks such as Scaffolding English for Junior High School Students (Grade VIII), Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII, Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII, English in Focus: for Grade IX Junior High School (SMP/ MTs), Bahasa Inggris When English Rings a Bell (VII), presented a higher proportion in target language cultures as presented in the following table.

Unfortunately, the cultural contents in those textbooks did not cover all cultural aspects that had been promoted by Byram and Morgan (1994), the data were dominated under the category national cultural heritage, whereas, some other aspects were not promoted in those textbooks such as social identity and social groups, social interaction, and socio-political institutions.

Table 2: Proportions of the local and target language cultures in paragraphs

Textbooks	Cultural Contents	
	Local	Target
Scaffolding English for Junior High School Students (Grade VII)	7.8%	2.2%
Scaffolding English for Junior High School Students (Grade VIII)	18.5%	20%
Scaffolding English for Junior High School Students (Grade IX)	44.6%	23.2%
Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII	13.1%	14.1%
Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII	7.7%	8.7%
English in focus 1: for grade VII Junior High School (SMP/ MTs)	23%	6%
English in focus: for grade IX Junior High School (SMP/ MTs)	15.7%	21.%
Bahasa Inggris When English Rings A Bell (VII)	6.4%	8.4%
Bahasa Inggris When English Rings A Bell (VIII)	27.2%	3.4%
Bahasa Inggris Think Globally Act Locally (IX)	16.9%	4.5%

The proportions of the local and target language cultures in pictures

We analyzed 3079 pictures from the ten English electronic school textbooks for junior high school in Indonesia. The results of our analysis under the picture category are presented in the following table.

Table 3: The proportions of local and target language cultures in pictures

Textbooks	Cultural Contents	
	Local	Target
Scaffolding English for Junior High School Students (Grade VII)	13%	11.2%
Scaffolding English for Junior High School Students (Grade VIII)	32%	24%
Scaffolding English for Junior High School Students (Grade IX)	20.9%	12.4%
Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII	1.8%	15.2%
Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII	1.6%	5.9%
English in Focus 1: for Grade VII Junior High School (SMP/ MTs)	29%	10.9%
English in focus: for grade IX Junior High School (SMP/ MTs)	24.3%	22.6%
Bahasa Inggris When English Rings a Bell (VII)	69.4%	3.4%
Bahasa Inggris When English Rings a Bell (VIII)	43.%	10.1%
Bahasa Inggris Think Globally Act Locally (IX)	88.7%	3.2%

The result of the pictures analysis showed the variety of data. The textbooks such as Scaffolding English for Junior High School Students (Grade VII), Scaffolding English for Junior High School Students (Grade VIII), Scaffolding English for Junior High School Students (Grade IX), English in Focus 1: for Grade VII Junior High School (SMP/ MTs), English in Focus: for Grade IX Junior High School (SMP/ MTs), Bahasa Inggris When English Rings a Bell (VII), Bahasa Inggris When English Rings a Bell (VIII), Bahasa Inggris Think Globally Act Locally (IX) promoted the local language cultures proportions higher than the target language cultures proportions.

Meanwhile, textbooks include Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII and Contextual Teaching and Learning Bahasa Inggris: Sekolah

Menengah Pertama/Madrasah Tsanawiyah Kelas *VIII* textbooks promoted a higher proportion of the target language culture.

Inferences
There are some inferences that could be made related to the results of the analysis. First and foremost, we inferred that only some textbooks could promote a balanced proportion in illuminating the cultural contents. We pondered that the textbooks that have a small periphery between the percentages of the local and target language proportions is balanced. Sadly, the number of textbooks which could not maintain the balanced proportion in carrying the cultural materials through paragraphs and pictures were higher than the textbooks which have a balanced proportion.

The textbooks such as Scaffolding English for Junior High School Students (Grade VIII), Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII and Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII, Bahasa Inggris When English Rings a Bell (VIII) might portray the balanced proportions of the local and target language cultures proportions while the textbooks such as Scaffolding English for Junior High School Students (Grade VII), Scaffolding English for Junior High School Students (Grade IX), English in focus 1: for grade VII Junior High School (SMP/ MTs), English in Focus: for Grade IX Junior High School (SMP/ MTs), Bahasa Inggris When English Rings a Bell (VII), Bahasa Inggris Think Globally Act Locally (IX) could not organize the balanced proportion in paragraphs data.

There were only two textbooks that seemed to promote a balanced proportion of the cultural content under pictures analysis, the textbooks including Scaffolding English for Junior High School Students (Grade VII) and English in Focus: for Grade IX Junior High School (SMP/ MTs). However, eight textbooks including Scaffolding English for Junior High School Students (Grade VIII), Scaffolding English for Junior High School Students (Grade IX), English in Focus 1: for Grade VII Junior High School (SMP/ MTs), Bahasa Inggris When English Rings a Bell (VII), Bahasa Inggris When English Rings A Bell (VIII), Bahasa Inggris Think Globally Act Locally (IX), Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VII and Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII had not promoted a equal proportion of the cultural contents.

Remarking all the data together both under the paragraphs and pictures analyses, we inferred that none of the textbooks have a balanced proportion in promoting the local and target language cultural contents. Our findings confirm the results of Sorongan, Susanti, and Syahri's (2014) who found that the textbooks that were published by the government are imbalanced in promoting the local and target language cultural contents. A number of authors have documented the importance of promoting the local and target cultures in teaching materials (e.g., Choudhury, 2013; Frank, 2013; Jiangqiong & Tin, 2010). The consequences of the imbalanced proportion of the cultural content both in paragraphs and pictures might contribute complexity to students when they participate in teaching and learning processes.

CONCLUSION
Using the content analysis design, this research adds to the body of knowledge on the need to promote the local and target language cultural contents in textbooks for students who learn English as a foreign language in a non-speaking country like Indonesia. Our findings indicated that some textbooks had a higher percentage proportion in local cultural contents while some others had a higher percentage proportion in target language cultural contents. In terms of paragraphs, only four textbooks promoted an equal proportion while the other six textbooks showed an imbalanced proportion. With regards to the pictures, only two textbooks showed a balanced proportion while eight textbooks had an imbalanced proportion. So, it can be concluded that both in paragraphs and in pictures, not even one of the textbooks has a balanced proportion.

The findings of this study potentially contribute the sort of evidence necessary for providing students with an equal proportion of the local and target language cultures both in paragraphs and pictures in every textbook. Particularly, central and local governments through the department of education should work together with publishers and authors to deal with the issue of the unequal proportions of the local and target language cultures in textbooks produced by the governments.

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Appendix

The Examples of Paragraphs in the Textbooks

Local Language Culture

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than seventeen thousand islands in Indonesia (p. 150)
When English Rings A Bell VIII

Pempek is a very popular food from the South Sumatera. It is made of fish and tapioca starch. Fish, tapioca starch, and water are mixed to make thick dough. In diferent shapes and sizes, the dough is boiled until it foats. The cooked pempek is then deepfried. Pempek is served with very thin sauce called 'cuko'. Cuko Is made of water, palm sugar, chilly, garlic, tamarind, and salt (p. 205).
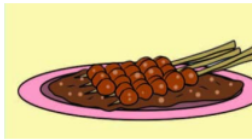*Think Globally Act Locally IX*

Target Language Culture

In the English culture, people send get-well notes when somebody is ill or hospitalized. They do not usually visit the patients. Sometimes they send flowers and attach a getwell note/card on them. The flower and cards show their support and love (p. 60).
Contextual Teaching and Learning VII

Sydney Opera House is a large performing art place. It becomes an Australian Icon. It was established in 1973. It is located in Sydney, New South Wales, Australia (p. 49).

Scaffolding (Grade VIII).

The Examples of Pictures in the Textbooks
Local Language Culture

Think Globally Act IX
When English Bell VIII

Target Language Culture

Locally
Rings A

Scafolding IX

English in Focus VII

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