

**THE IMPACT OF ENGLISH AS AN INTERNATIONAL
LANGUAGE ON ENGLISH LANGUAGE TEACHING
IN INDONESIA**



A THESIS

In a Partial Fulfillment of the Requirements for Masters Degree
In English

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**POST GRADUATE PROGRAM
DIPONEGORO UNIVERSITY
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Finally, I expect that this final project would be useful for the development of English teaching in Junior High School and also the development of further study in pedagogy.

Semarang, March 7th, 2012

The writer

CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis

Semarang, March 7th, 2012

Devy Angga Gunantar

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THE IMPACT OF ENGLISH AS AN INTERNATIONAL LANGUAGE ON ENGLISH LANGUAGE TEACHING IN INDONESIA

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ABSTRACT

This study is concerned with the impact of English as an international language on English language teaching in Indonesia. The spread of English in the world has changed the needs of learning English. People are learning English not only to communicate to native speakers but also with non native speakers of English. Thus, the goal of learning English is no longer to imitate native performance but to communicate in English successfully. The important implications for teaching EIL are the content of the material culture of EIL should not be limited to the original English-speaking culture. The main objective of an International language is to enable learners to communicate their culture to others, and then it should provide students with material EIL vocabulary and information to do this by incorporating local culture content.

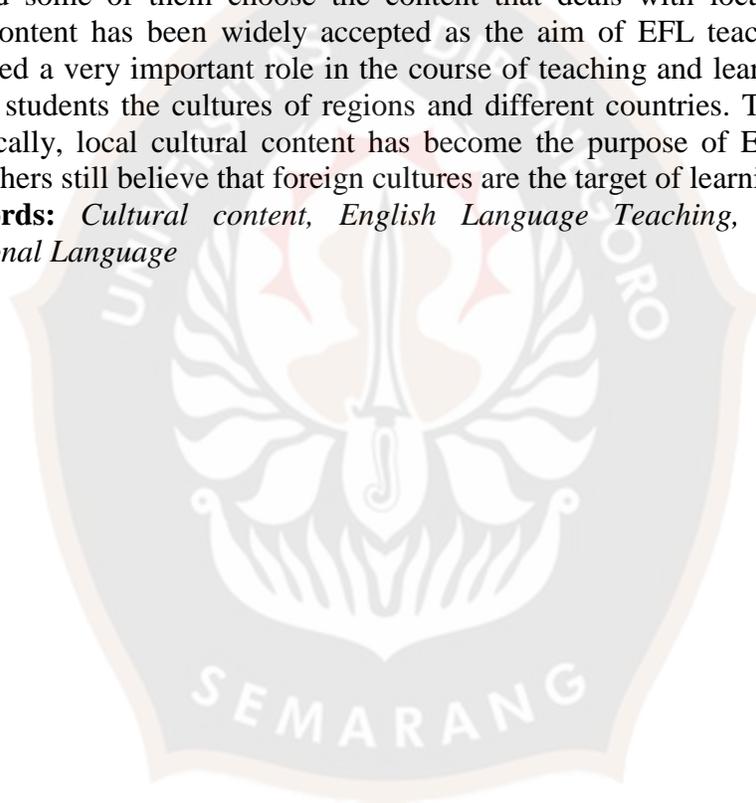
In analyzing the impact of English as an international language, the writer described the curriculum of English in Indonesia, explained how cultural issues are presented in English textbooks, and revealed the teachers' perception about learning English in Indonesia.

The work is led through a qualitative analysis which uses teachers' questionnaire and English textbooks analysis. The teachers' questionnaire is concerned with English Language Teaching in Indonesia and the cultural content of English textbooks. And then the English textbooks analysis are concerned with the cultural content of Junior High School English textbooks. The data were collected from SMP N 1 Wiradesa, Pekalongan

The result obtained reveal that The impact of English as an International language in Indonesia affects the development of English curriculum. Communicative learning or communicative method in English language teaching process is being developed in English syllabus in Indonesia. This appears because of the role of English as an International language. So, the important goal of learning English in Indonesia is to communicate with other people, mostly non-native speakers of English. In some teachers' perspective, the role of teacher is to create the communicative method in teaching and learning process through group work, discussion or role-play. This is done as a way of increasing the students'

communication ability. So that at the end of the study students are hoped to be able to use English communicatively. Thus, attention to whether the textbooks used in the teaching and learning process focused more on Indonesian or western cultures seems to be essential to consider because it deals with the contexts and needs of learning. In other words, the more familiar cultures being discussed in teaching and learning process, the more beneficial it will be, from students' perspectives. This is because the students' needs in learning English is again to communicate with their fellow about things around them. Related to the cultural content of English textbooks in SMP N 1 Wiradesa used the local cultural content. Teachers of SMP N 1 Wiradesa preferred content that deals with the life and culture of various countries around the world and some of them choose the content that deals with local culture. Local cultural content has been widely accepted as the aim of EFL teaching. Textbooks have played a very important role in the course of teaching and learning. Textbooks introduce students the cultures of regions and different countries. This study shows that, basically, local cultural content has become the purpose of EFL teaching but some teachers still believe that foreign cultures are the target of learning English.

Key Words: *Cultural content, English Language Teaching, English as an International Language*



ABSTRAK

Penelitian ini berkaitan dengan pengaruh/dampak bahasa Inggris sebagai bahasa internasional pada pengajaran bahasa Inggris di Indonesia. Penyebaran bahasa Inggris di dunia telah mengubah kebutuhan belajar bahasa Inggris. Orang belajar bahasa Inggris tidak hanya untuk berkomunikasi dengan penutur asli tetapi juga dengan bukan penutur asli bahasa Inggris. Dengan demikian, tujuan pembelajaran bahasa Inggris tidak lagi meniru penutur asli melainkan untuk berkomunikasi dalam bahasa Inggris dengan sukses. Implikasi penting bagi pengajaran bahasa Inggris sebagai bahasa Internasional adalah konten/is dari materi budaya yang seharusnya tidak terbatas pada budaya penutur asli. Tujuan utama dari sebuah bahasa Internasional adalah untuk memungkinkan peserta didik berkomunikasi budaya mereka kepada orang lain, dan kemudian harus memberikan para siswa dengan kosakata bahan pengajaran bahasa Inggris dan informasi dengan memasukkan konten budaya lokal.

Dalam menganalisis dampak bahasa Inggris sebagai bahasa internasional, penulis mendeskripsikan kurikulum bahasa Inggris di Indonesia, menjelaskan bagaimana masalah budaya disajikan dalam buku teks bahasa Inggris, dan mengungkapkan persepsi guru tentang belajar bahasa Inggris di Indonesia.

Penelitian ini merupakan analisis kualitatif yang menggunakan kuesioner dan analisis buku pelajaran bahasa Inggris. Kuesioner untuk guru berkaitan dengan Pengajaran Bahasa Inggris di Indonesia dan konten budaya pada buku teks bahasa Inggris. Kemudian menganalisis buku teks bahasa Inggris. Data diperoleh dari SMP N 1 Wiradesa, Pekalongan.

Hasil yang diperoleh menunjukkan bahwa Dampak dari bahasa Inggris sebagai bahasa Internasional di Indonesia mempengaruhi pengembangan kurikulum bahasa Inggris. Pembelajaran komunikatif atau metode komunikatif dalam proses pengajaran bahasa Inggris sedang dikembangkan dalam silabus bahasa Inggris di Indonesia. Hal ini muncul karena peran bahasa Inggris sebagai bahasa Internasional. Jadi, tujuan penting dari belajar bahasa Inggris di Indonesia adalah untuk berkomunikasi dengan orang lain, sebagian besar bukan-penutur asli bahasa Inggris. Dalam beberapa persepsi guru, peran guru adalah untuk menciptakan metode komunikatif dalam proses belajar mengajar melalui kelompok, diskusi bekerja atau bermain peran. Hal ini dilakukan sebagai cara untuk meningkatkan kemampuan komunikasi siswa. Sehingga pada akhir studi mahasiswa diharapkan dapat menggunakan bahasa Inggris komunikatif. Dengan demikian, perhatian terhadap apakah buku teks yang digunakan dalam proses belajar mengajar lebih terfokus pada budaya Indonesia atau budaya barat tampaknya menjadi penting untuk dipertimbangkan karena berhubungan dengan konteks dan kebutuhan belajar. Dengan kata lain, budaya lebih akrab sedang dibahas dalam proses belajar mengajar. Hal ini

karena kebutuhan siswa dalam belajar bahasa Inggris yaitu untuk berkomunikasi dengan sesama mereka tentang hal-hal di sekitar mereka. Terkait dengan konten budaya buku teks bahasa Inggris di SMP N 1 Wiradesa menggunakan konten budaya lokal. Sebagian guru SMP N 1 Wiradesa lebih suka dengan konten yang berkaitan dengan kehidupan dan budaya dari berbagai negara di seluruh dunia dan beberapa dari mereka memilih konten yang berhubungan dengan budaya lokal. Konten budaya lokal telah diterima secara luas sebagai tujuan pengajaran Bahasa Inggris sebagai bahasa asing. Buku teks telah memainkan peran yang sangat penting dalam proses mengajar dan belajar. Buku teks siswa memperkenalkan kebudayaan daerah dan negara berbeda. Studi ini menunjukkan bahwa, pada dasarnya, isi budaya lokal telah menjadi tujuan mengajar EFL tetapi beberapa guru masih percaya bahwa budaya asing adalah target belajar bahasa Inggris.

Kata kunci : *Isi budaya, pengajaran bahasa Inggris, bahasa Inggris sebagai bahasa Internasional.*



CHAPTER I

INTRODUCTION

The spread of English in the world has changed the needs of learning English. People are learning English not only to communicate to native speakers but also with non native speakers of English. Thus, the goal of learning English is no longer to imitate native performance but to communicate in English successfully. In country which English as a foreign language like Indonesia, people seem to have less contact with native speakers of English and use English mostly to communicate with their fellows. According to Crystal (1997), today more people use English than any other languages in the world to communicate with other people from many background languages (Crystal 1997). This shows the function of English as an international language with, probably, 380 million have English as a first language and more than one billion people use it as a second (or additional) language, mostly to communicate with other second language users without sharing a cultural and linguistic background. So, people from English speaking countries are now in the minority among English users and native speakers of the language no longer determine how the language is being used internationally.

This thesis aims to analyze the impact of English as an International language on English language teaching in Indonesia. Specifically it analyzes whether English teachers in Indonesia still teach on the basis of Indonesian culture or English culture.

To frame the research, this chapter begins with a brief account of the research background which is followed by a closer examination of the pedagogic environment where the current research is situated. Data and methodology are introduced; with research focus specified and theoretical underpinnings briefly explained. The chapter concludes with an overview of thesis organization.

A. Background of the Study

The increasing number of bilingual speakers of English means that many English speakers will use English with one or more other languages at the same time, and therefore their use of English may be more specific and limited than monolingual English speakers. Because of this fact, Cook (1999) argues for the need to avoid comparing bilingual speakers of English for native speakers, and slightly to recognize the power of many bilingual users of English who has rich linguistic repertoire to serve their communication needs.

The growing number of bilingual speakers of English is not the only important characteristic of English as an international language (EIL). Equally important with that is the relationship between the EIL and the local culture. In defining an international language, Smith (1976) argues that in the acquisition of international language:

- (1) learner does not need to internalize the norms of native culture speakers,

- (2) ownership of an international language becomes 'denationalized',
and,
- (3) language learning education purpose is to enable learners to
communicate their ideas and cultures of others.

Smith's call for the need to denationalize use of English has more recently been emphasized by Kachru (1992), which argues that English now is separated, from the colonial past, and not necessarily associated with 'westernization'.

Thus, the important implications for teaching EIL are the content of the material culture of EIL should not be limited to the original English-speaking culture. The main objective of an international language is to enable learners to communicate their culture to others, and then it should provide students with materials EIL vocabulary and information to do this by incorporating local culture content.

B. Reasons for Choosing the Topic

This study endeavors to make a descriptive analysis of how the impact of English as an International language on English language teaching in Indonesia. Some reasons are taken into account in choosing the topic of this study, they are:

- 1). English is now becomes an International language which is used by non native speakers and no longer only by native speakers and non

native speakers. English language teaching needs to be in accordance with this situation.

- 2). The goal of learning English is no longer to enable students to perform native performance but more focus on enabling learners to communicate with speakers of English from many background languages intelligibly.
- 3). Teaching materials should adapt this situation. This means the content of learning material should not only focus on the culture of the target language but more on discussing learners' own culture through English.

C. Research Questions

Based on the issues above, the research questions formulated in this study are the following:

- 1). How does the English curriculum in Indonesia adapt the growing issue of English as an International language?
- 2). How do English text books in Indonesia cover the cultural content?
- 3). What cultural content is appropriate for English Language Teaching in Indonesia based on teachers' perception?

D. Objectives of the Study

This study has some objectives as follows :

- 1). To describe the English curriculum in Indonesia.
- 2). To identify the ways of presenting cultural issues in English text books.
- 3). To find out the teachers' perception about learning English in Indonesia.

E. Significance of the Study

The result of this study is expected to have the following advantages:

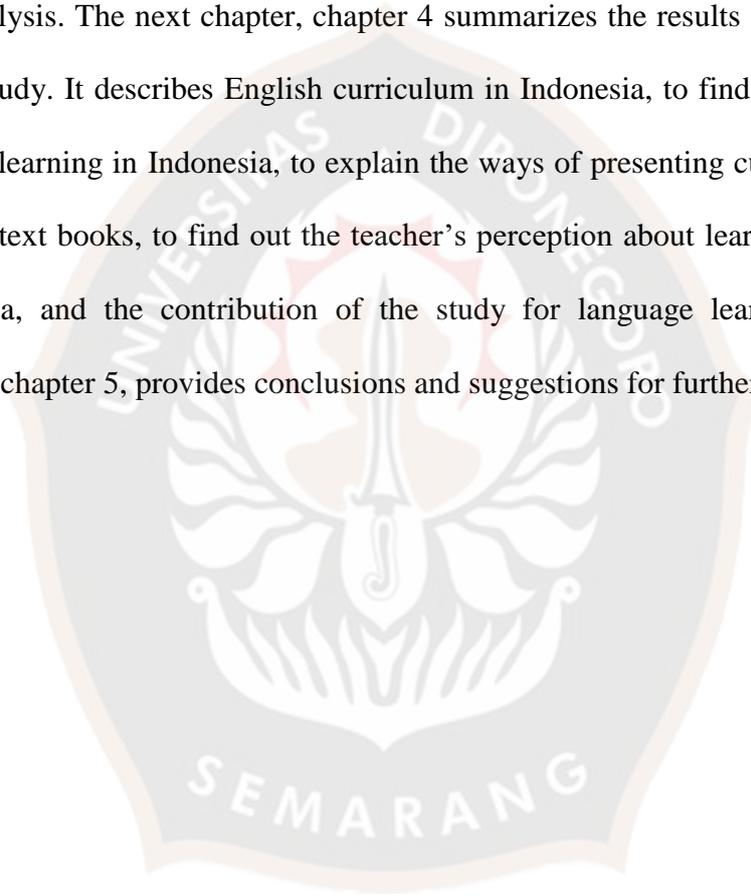
Practically, the result of this study will provide more information in the study of English language teaching. In this case it refers to the English as an International language and English in Indonesia

F. Organization of the Study

This thesis is divided into five chapters. This introductory chapter, chapter 1, has outlined the background of the study, reasons for choosing the topic, research questions, objective of the study, and significance of the study and has explained the general organization of the study. Chapter 2 introduces The spread of English, English in Indonesia, teaching English in Indonesian context,

Development of English language teaching syllabus in Indonesia, cultural context for teaching English, English textbooks, textbooks and culture, and related studies.

Chapter 3 is devoted to explain the general dimension of the methodology, type of research, data and data source, method of data collection, an technique of data analysis. The next chapter, chapter 4 summarizes the results and discussions of the study. It describes English curriculum in Indonesia, to find out the goal of English learning in Indonesia, to explain the ways of presenting cultural issues in English text books, to find out the teacher's perception about learning English in Indonesia, and the contribution of the study for language learning. The last chapter, chapter 5, provides conclusions and suggestions for further study.



CHAPTER II

LITERARY REVIEW

As mentioned in Chapter 1, the main theoretical foundation for the present study is the impact of English as an International language on English language teaching in Indonesia, particularly its recent advances in the spread of English, English in the world, English as a lingua franca and an international language, English in Indonesia, teaching English in Indonesian context, and development of English language teaching syllabus in Indonesia.

The purpose of this chapter was two-fold: firstly, to analyze some of the major theoretical assumptions of English as an International language that closely related to the English language teaching in Indonesia; and secondly, to analyse the cultural content for English language teaching in Indonesia based on teachers' perspective.

A. The Spread of English

In this chapter, the spread of English in the world is described and followed by the development of English in the world i.e. English as a Lingua Franca and as an International language. This means that the major role of English is as a medium of communication among multilingual speakers who have learned English as their foreign or second languages (Kirkpatrick 2010: xi) whether in daily communication or in an official settings.

1. English in the World

English is currently the most spoken language, only second to Mandarin, in the world, with a total number of speakers of around 1,500 million. Furthermore, it is the most taught language in the world (Crystal 2003a; Crystal 2003b). The number of English native speakers is around 325 million, while around 425 million people speak English as their second language, and the other 750 million learn English in their countries as a foreign language (Crystal 2003a: 68; Crystal 2003b: 108; Nettle & Romaine 2000 in McKay & Bokhorst-Heng 2008: 18). There are two basic reasons behind the promotion of English as the most powerful language in the world; the strength of British colonial power and the rise of economic power by the United States of America (Crystal 2003a). These two reasons have led to the situation in which English is presently the medium of communication in almost all areas on earth as a native, second or foreign language (Crystal 2003a; Jenkins 2009). Since English is spoken by many people from many backgrounds of first language and culture, many varieties have arisen in addition to the native varieties.

Kachru (1992) divides the spread of English in the world into three categories; the Inner, Outer, and Expanding Circles. The countries which use English as their first language or mother tongue such as the United Kingdom, the United States of America, Canada, Australia, and New Zealand are considered to be members of the Inner Circle. The English speakers from these countries are commonly called monolingual English speakers or native speakers of English. Some other countries that use English as a medium of interaction and

communication in daily life but also have another language apart from English as their mother tongue, belong to the Outer Circle. Some examples of countries which belong to the Outer Circle are South Africa, Singapore, Malaysia, Filipina, India, Pakistan, and Bangladesh. They also use English as an official language for some official purposes. The last circle, the Expanding Circle, consists of countries which set English as their foreign language. They do not use English in their daily interaction or communication. The use of English is limited in certain places only such as in academic settings, foreign offices, and special events like seminars, conferences, and meetings. English is usually learned through instruction at schools or language institutions within the countries. China, Saudi Arabia, Egypt, Indonesia, Thailand, Germany, Poland, Italy, and Russia belong to this circle (Kachru 1992; Crystal 2003a; Kirkpatrick 2007; Mckay & Bokhorst-Heng, 2008).

Furthermore, English by Inner circle countries is known as “norm-providing”, English by Outer Circle countries as “norm-developing” and English by Outer Circle countries as “norm-dependent” (Jenkins 2009: 18-20). This means that English by Outer Circle countries has its own official status, and these countries are developing and creating their own standards of English while English by Outer Circle countries does not have any official status in the countries, and therefore it is dependent on the standard forms or norms of English by “native speakers from the Inner Circle” (Jenkins 2009: 20).

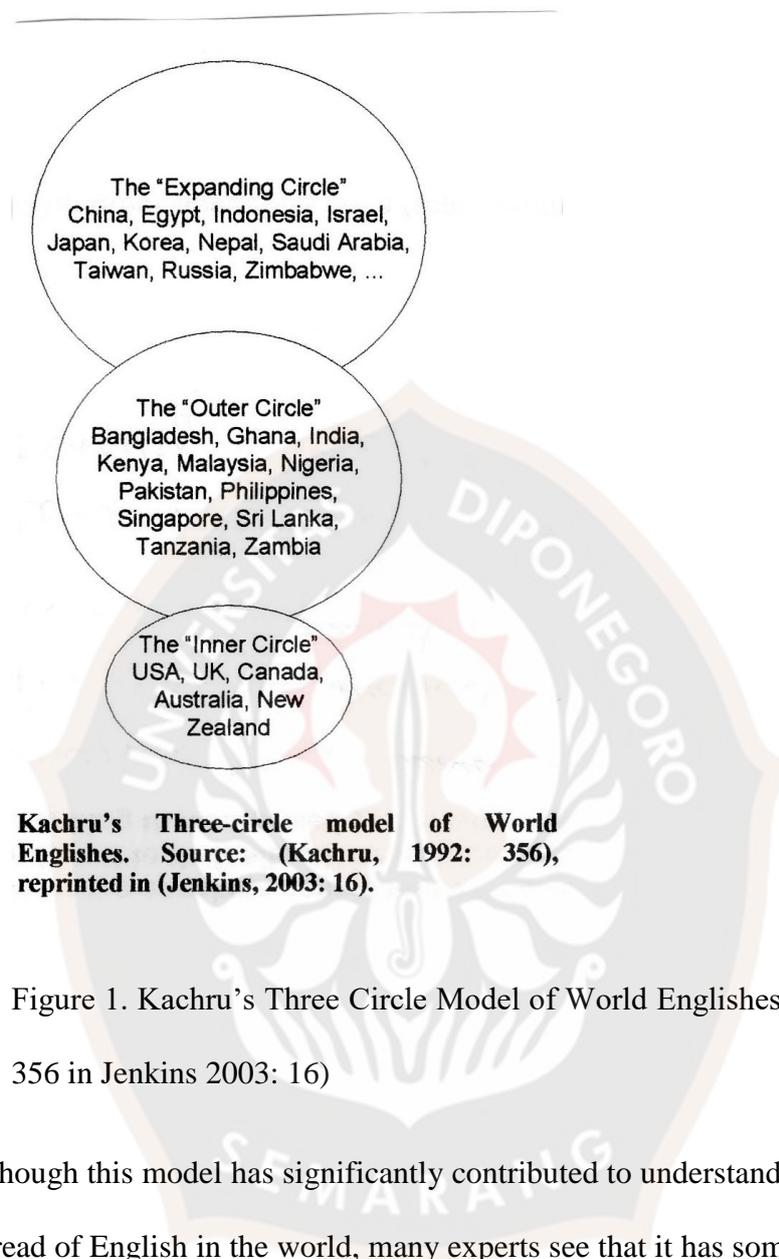


Figure 1. Kachru's Three Circle Model of World Englishes (Kachru 1992: 356 in Jenkins 2003: 16)

Even though this model has significantly contributed to understanding the issue of the spread of English in the world, many experts see that it has some limitations in defining the spread of English. This model is considered to be developed more based on the geographical and historical issues than based on the use of English by all speakers in the world. Thus, it seems that it is flawed in its representation of the use of English and its spread in the world. For example, people in Expanding Circle countries now also use English for daily communication, while some academic settings also use English as medium of instructions. Moreover, these

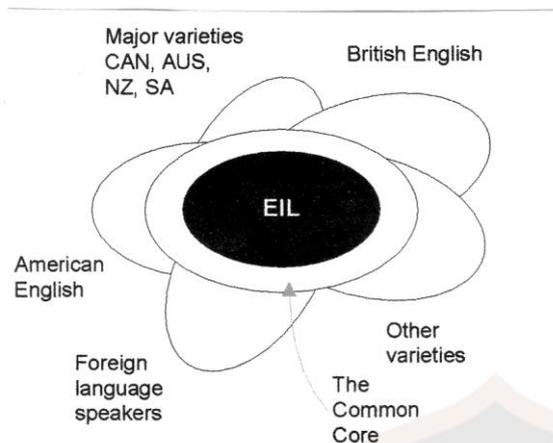
models also neglect the situation in which people from Outer Circle countries use English more than their first language in their daily life. In addition, there are also some countries in the Expanding Circle which are in the progress of moving from the status of English as a Foreign Language to English as a Second Language or similarly grey areas. It is also difficult to determine the first language of multilingual speakers since they acquire these languages at the same time. The last point, it is also hard to label speakers in respect to their English proficiency because it is possible for a non-native speaker of English to be more proficient than “native speakers” of English (Jenkins 2009: 20).

In an attempt to improve the model of English spread proposed by Kachru (1992), some experts have introduced other models. (Tripathi in Jenkins 2009) puts emphasis on the point that “the third world countries” are better labeled as independent parties which supersede the difference between second and first language (Tripathi in Jenkins 2009: 21). (Yano in Jenkins 2009) also tries to improve the model proposed by Kachru (1992) by including the notions of “acrolect and basilect” to respond to the growing varieties and standards of English in some Outer Circle countries (Yano 2001: 122-4 in Jenkins 2009: 21). Acrolect represents Standard English used by speakers in the Outer Circle, for example English in international or intra-national interaction or for formal purposes, while basilect represents English for less formal purposes such as daily conversations.

Another alternative is proposed by (Modiano in Jenkins 2009). This model emphasizes the issue of intelligibility of English to other proficient English

speakers, both native and non-native. The central circle of this model represents proficient English speakers, especially in International English. This means they communicate well in the place where English functions as a Lingua Franca; even though they are not native, they communicate like native speakers. The second circle represents speakers who are proficient in English as their first or second language rather than as “a Lingua Franca or International Language”. This means they communicate well with other native speakers, monolingual speakers of English or other “native speakers” whose first language is the same as theirs. The third part represents English learners who are less proficient or even non-proficient in English. The last part is out of the circle which represents people who do not have any knowledge of English (Modiano in Jenkins 2009: 22).

Modiano (1999 in Jenkins 2009) went on to revise his previous model in order to improve it. He moved from the issue of intelligibility to the common features of English to all other English varieties. The central point of this model is English as an “International Language” which is understandable for native and proficient non-native English speakers. The second part represents features which may come up as internationally common features or even become less understandable features of English. The last part is equivalent to English by speakers from English speaking areas which is reckoned as the most understandable varieties for speakers from all circles (Modiano in Jenkins 2009: 22-23).



Modiano's English as an International Language (EIL) model illustrated by those features of English which are common to all native and non-native varieties. Source: (Modiano, 1999a: 10) reprinted in (Jenkins, 2003: 21)

Figure 2. Modiano's English as an International Language (Modiano 1999a: 10 in Jenkins 2003: 21)

The spread of English has created many varieties of English spoken by people from many different background languages. Since the first languages of English speakers from Outer and Expanding Circle countries vary, the errors made by them also vary. The most important point in using English to communicate with others, regardless of whether it is between native and non-native speakers or between non-native and other non-native speakers, is the issue of Intelligibility. Jenkins, through her proposal of English for international communication purposes, discusses some phonological errors which may belong to core and non-core in respect to the issue of Intelligibility.

In this study, I as the researcher posit myself as pure researcher and my ultimate aim is to analyze the teachers' perceptions towards culture in English

language teaching and the ideal situation about it which is represented in the textbooks.

2. English as a Lingua Franca and an International Language

As time goes by, the progress of English speakers is rapidly evolving. Speakers of English are no longer just divided between different native English speakers (such as American English versus British English), or native English speakers and non-native speakers, but now also non-native English speakers and other non-native English speakers. For international communication, people tend to use English as the medium of communication among them commonly called English as Lingua Franca. This is the case when English is used by people from many background first languages other than English for various purposes of communication because it is the one language that the many different speakers have in common, despite it is not being the native language of any of those speakers (Jenkins 2000; 2009; Kirkpatrick 2007; 2010).

This situation obviously shows that the use of English is no longer all about to communicate with native speakers of English. Thus, in learning English, especially in expanding circles, non-native speakers do not need to put English culture as paramount issues to learn. In this stance, the writer does not have any intention to blame any culture in the world neither tries to say that English culture is forbidden to learn. The writer emphasises more on the point that in learning English, culture of learners are more essential to learn than the English culture since the needs of using English is mainly to communicate with their own fellows.

B. English in Indonesia

Indonesia won its independence from the Dutch on August 17, 1945, after around 350 years of colonization. However, the country was not able to officially establish its Republican Government until August 17, 1950, since war against the Dutch continued for some years after independence day and Indonesians had finally won Dutch recognition of independence on December 27, 1949. Thus, the government started to deal with social and cultural issues, including education, of the country in 1950. English was chosen to be the first foreign language rather than Dutch for two reasons: first, Indonesians did not want to adopt Dutch since it was the language of their previous oppressors, and second, Dutch does not have international status like English (Dardjowidjojo 2000: 67).

Different from some other countries in South East Asia such as Singapore, Filipina, and Malaysia, English in Indonesia is officially set as a foreign language. It is only used as medium of communication in very limited fields such as foreign companies, educational settings, and some foreign offices. It is rarely used in daily communication by Indonesians. Since English is an international language which is used by people worldwide for many purposes, it has been declared a compulsory language to learn in all schools by secondary level, while some schools are offering English from elementary through tertiary level of education or higher education. Additionally, some private schools start introducing compulsory English to learners from elementary level and some others use English as the medium of instruction in all classes (Kirkpatrick 2010).

It is interesting that people are becoming more and more aware of the importance of English in their life, not only related to its functions in knowledge, science, and technology but also in economic activities and career development. This increase in awareness is supported by the growing spread of schools which use English as a medium in transferring knowledge to students, job advertisements which are broadcast and written in English and news and television programs which are conducted in English. In addition, English is also required as a soft skill in some job positions (Alip 2007: 160-161). These lead to a greater need for the use and mastering of English by Indonesians.

However, as the writer mentioned in the previous section, the needs of learning English in Indonesian context is to communicate with, mostly, non-native speakers of English. Thus, English Language Teaching in Indonesia should be in accordance with that situation.

C. Teaching English in Indonesian Context

Realizing the roles of English as an International language and language of science, English is one of the compulsory subjects from Elementary school to University in Indonesia. As a foreign language, English is rarely used outside the classroom contexts. Beyond the classroom, the Indonesian students speak Indonesia language or their local language instead. This condition affects the Indonesian students' English mastery (Lie, 2004; Thalal, 2010).

In general, English language teaching in Indonesia has been considered to be far from successful. In other words, at the end of their study, Indonesian students are still unable to use English as an effective means of communication.

To improve the English ability, the students must take an English course outside of the teaching learning English at their school, or they can take and join in special English training such as English for special purposes, English conversation, TOEFL, or IELTS, etc. We might see that one of Indonesian students can get very high score of English proficiency test with limited speaking skills. However, since the target of English Curriculum in Indonesia is proficient communicative purposes, we can not neglect the ability of students to use English communicatively at the end of their study. Thus, enabling them to talk about cultures around them in English is suggested. By talking about their own cultures, student will not only be aware of their own cultures but also get helped in using English communicatively since they will talk about something they have already known.

D. Development of English Language Teaching Syllabus in Indonesia

Curriculum, in school context “referring to the whole body of knowledge that children acquire in school” (Richard 2001:39), is influenced by the development of paradigm of philosophy (Zais 1976). Therefore the changing of curriculum, followed by the development of syllabus as means of selecting, organizing, assessing content (Brown cited by Sundayana 2004) and goal of

curriculum activities in the classroom context (Huda, 1999) holds crucial issues in our education.

A book entitled *Language Learning and Teaching* written by Nuril Huda in 1999, discusses the development of English Language Teaching syllabus in Indonesia from 1984 up to 2006. The development of English Language Teaching syllabus in Indonesia is divided into four sections. The first will discuss syllabus of 1984 curriculum. The second section will introduce some discussion of syllabus of 1994 curriculum. The next section will be shown syllabus of Competence based curriculum (2004) and finally the latest curriculum – School based curriculum –will be discussed.

1. The 1984 English Language Teaching (ELT) Syllabus

The 1984 curriculum is based on the amendment of 1975 curriculum (Kasihani cited by Emilia 2005). The education is ruled in UUPP (Undang-Undang Pendidikan dan Pengajaran) No. 4, 1950. The goal of education is *membentuk manusia susila yang tjakap dan warga Negara yang demokratis serta bertanggung-djawab tentang kesedjahteraan masyarakat dan tanah air* (Chapter II, article 3). As the situational needs, in Pidato Kenegaraan at August 16, 1984 the president of Indonesia addressed the goal of education development in Repelita III is to improve quality of education, learning opportunity, relevance of education and development, efficiency and effectively of management of education by training and curriculum improvement for fulfilling development

skillful labor (Repelita III Chapter XVII). Therefore, due to the needs and situational analysis, the changing of curriculum is necessary.

Although English is placed as the foreign language in Indonesia, the competency of learner in this subject is very important to overcome the national development goals. So, the 1984 English syllabus intends to build the ability of learner in communicating, well-known by Communicative approach / communicative language teaching (Huda 1999: 118).

Communicative approach (CA) was very popular in 1960s-1979s. It assumes that if the students are involved in meaning focused communicative task, then 'language learning will take care of itself' (Allwright 1979) (Harmer 2007: 69). The goal of CA is communicative competence in which instruction needs to be aimed in organizational, pragmatic and strategic competence (Azies & Alwasilah 2000; www.onlineenglish.net). Moreover Richard argued that communicative competence referred to "the capacity to use language appropriately in communication based on the setting, the roles of the participants, and the nature of transaction" (2001:36). In other words, grammar and the use of language hold important aspects in promoting communication.

Syllabus aimed to simplify and rationalize the curriculum (Richard, 2001: 42) influences the selecting of material and the method used in classroom. Huda (1999:118) summarizes the components of 1984 English syllabus as structure, reading, vocabulary, dialogues, writing, song and game (SMP), and

spelling, pronunciation and poem (SMU). Here the structure, as mention earlier, is still placed as important aspect to be able to communicative well.

The content of the book shows that the syllabus design is structural syllabus which main focus is structure (Krahne and Richard). A major characteristic of structural syllabus is “synthetic” (Wilkins, 1976; Yalden 1983 cited by Krahne 1987:16) that derives from assumption that learner can synthesize the material from analyzing rule and patterns to construct information. Reading a text is assigned as the context of the use of grammatical rule.

However, Krahnke states that the structural syllabus usually associated with Grammar traditional method (GTM), audioligualism and silent way (1987: 17; see also Celci-Murcia 1991), whereas CA usually used the notional/functional syllabus (Krahne 1987: 29, Richard 37; Dubin and Olshtain, 1986). Obviously it demonstrates contradiction between philosophical principle perceived by government and text book used by teachers in class.

2. The 1994 English Syllabus

The 1994 English syllabus emerged as the approval of *UU Sistem Pendidikan Nasional* No. 2, 1989. The goal of national education is to develop mentality of nation which is imbued with, faith, moral, science and skill, and also to increase responsibility as nation (chapter II, article 4). In addition, in chapter IX, article 37 states that curriculum development in every school level is based on the development of learner and situational needs, national development, and

development of science, technology and art. Therefore for the need of globalization and 21st century, the goal of ELT addresses to the development of communicative competence in English, including reading, listening, speaking and writing skill simultaneously by mastering 1,000 words for Lower secondary level and 2,500 words for higher secondary level (*Depdikbud 1993; Huda 1999: 119*).

The approach to teaching is communicative/meaningful approach which is broader than previous syllabus (*Depdikbud 1993; Huda 1990; Suplemen GBPP 1994, 2000; Kasihani cited by Emilia 2005*). Reading, as mention earlier in the goal, and mastering vocabulary still hold important skill to communicate (Huda's survey at 1990). Reading is represented in some themes. Theme is the context of communication (*Suplemen 1994, 2000*) not as material which is learned by students. Grammatical rule is used and presented to express meaning and functional skills (*Depdikbud 1993; Suplemen 1994, 2000*). Learning process is focused on learner-centered orientation (*Depdikbud 1993; Ernawan & Hardjomarso, 1996*).

Richard called syllabus by emphasizing “the essential skills, knowledge, and attitudes” is called competence- based syllabus (159). Moreover, Ernawan & Hardjomarso called it “Thematic” syllabus (1996). Krahnke and Richard called thematic syllabus as topical/content based-syllabus (See Krahnke 1987:66, Richard 2001; 157). However, the 1994 ELT syllabus is as integration of functional, situational, skill and structural (*Suplemen 1994, 2000*). In other words “Variable focus design”, which emphasizes to gradual change of focus of

organizing principle, affects the design of syllabus (Huda, 1999: 123). However, this ELT regards fails to overcome the national goal, particularly to respect multicultural values (Lie, 2000). Hence, the improvement of our ELT syllabus is indeed needed.

3. The 2004 ELT Syllabus

The 2004 ELT Syllabus emerges after a year of launching of *Undang-Undang Sistem Pendidikan Nasional (UU. SISDIKNAS) No. 20, 2003*. The aim of national education is to develop learners' potentials so that they become persons imbued with human values who are faithful and possess morals and noble character; healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible (Chapter II, Article 3). Moreover, in chapter II, article 3 states that the development of curriculum is influenced by the development of paradigm of philosophy, learning and language theory. The emerging of post-structural paradigm in philosophy movement influences the theory of how language is learnt and taught which views learning language as medium to deconstruct social life (Connole, Smith & Wiseman 1993; Alawasilah 2008).

Government underlines some characteristics of this curriculum. The first characteristic is based on "competence" of Celce-Murcia, Dornyei and Thurrell (1995) that in which consists of discourse competence supported by linguistic competence, actional, socio-cultural competence and strategic competence. The second is the systemic functional linguistics (SFL) of Halliday

(1978) which has ideational, interpersonal and textual function including text, co-text and context. The third is 'level of competence' (Wells 1987) whereas the junior higher learner intends to reach functional level; in other hand, senior high learner intends to reach informational level. The last is the development of language competence from spoken to written language. The goal of ELT for SMP focuses on written spoken language with simple sentences such as in **descriptive, narrative, spoof/recount, procedure, report, and anecdote**. However, it, in SMU, focuses on written language based on more advance genre type such as **descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition explanation, discussion, commentary, and review**.

Principles of developing the 2004 competence-based syllabus are scientific based, learner's needs, systematic, relevant, consistent and adequate (Dikdasmen 2004:11). Furthermore, there are six steps of developing this syllabus; (1) writing subject identity, (2) formulating standard competence, (3) deciding basic competence, (4) deciding material and its explanation, (5) deciding learning strategy, and (6) deciding time allocation and resources (Dikdasmen 2004: 25). However, this curriculum is no longer used. In 2006, government launched School -based curriculum (KTSP). For some instances, KTSP is the development of the 2004 curriculum.

4. The 2006 ELT / *Kurikulum Tingkat Satuan Pendidikan (KTSP)* Syllabus

The spirit of decentralization, as showed by Act of local Autonomy No. 22, 1999 revised by Act of Local Autonomy No. 32, 2004 and hand in hand with Act No. 20, 2003, is seen in the 2006 curriculum. In this regard, education is not merely central government's responsibility; local government also has responsibility in managing and funding education. Therefore, *kurikulum Tingkat Satuan Pendidikan (KTSP)* is developed from Standard of content by schools based on their context and potential.

Although KTSP varies between one and other schools, Government gives some regulations stated in Governmental Regulation (PP) No. 19, 2005 concerning National Standard of Education (SNP) at May 16, 2005. It consists of: standard of content, standard competence of graduate, standard of process, standard of educator and administrator, standard of medium and infrastructure, standard of funding, and standard of assessment. Furthermore, all standards are ruled by *PERMENDIKNAS*.

English, as stated in standard of content (*PERMENDIKNAS No. 22, 2006*), is learned at elementary two hours in a week (as Local Subject for class IV, V and VI), at junior and senior high school four hours in a week except for language program in SMU – five hours in a week. Moreover, the standard competence of graduate of English (*PERMEN No. 23, 2006*) for each level is communicative competence in the form of spoken of language accompanying

action for elementary school, in the form of spoken and written for achieving functional literacy level for junior high school and in the form of spoken and written for achieving informational literacy level for senior high school.

The syllabus, in this curriculum, perceived as the plan of learning process with lesson plan - RPP (PP No. 19, 2005, chapter IV, article 20; *PERMEN* No. 41, 2007) which consists of standard of competence, basic standard, material, learning activities, learning indicators, assessment, time allocation and resources (PP No. 19, 2005, Chapter IV, article 20; *Depdiknas*, 2006; *PERMEN* No. 41, 2007). The syllabus is developed by a teacher or group teacher supervised by department of education based on standard of content, standard competence of graduate and guiding of arrangement of school-based curriculum (Appendix of *PERMEN* No. 41, 2007).

Furthermore, principles of developing syllabus are scientific, relevant, systematic, consistent, adequate, actual, contextual, flexible and comprehensive (*Depdiknas*, 2006). Moreover, the steps of development are as follow: (1) investigating and deciding Standard of competence, (2) investigating and deciding basic competence, (3) identifying main topic/material, (4) developing learning activity, (5) formulating indicators, (6) deciding kind of assessment, (7) deciding time allocation, and (8) deciding resources (*Appendix of PERMEN No. 41, 2007*).

Basically, the 2006 syllabus is as similar to the 2004 ELT syllabus. The difference is in determining the indicators, theme and in teaching approach. The 2006 does not focus on theme and the indicators are based on the necessity of

learner's need and ability. Moreover, the 2006 emphasizes on learning process as highlight in lesson plan and as mentioned in PP No. 19, 2005,

In short, the syllabus in language teaching and learning indeed depends on how the organization of content (Krahnke 1987: 1). It can be a table of content or the essence of the course (Parker & Harris 2002; <http://www.infed.org/biblio/b-curric.htm>). However, some syllabus design relates to language teaching approach; structural syllabus originates GTM, notional and functional syllabus emerges as supporting of CLT and situational syllabus relates to the notion of ESP, but not all (Krahnke 1987). Krahnke mentions skill/competence based, content-based and integrated- based syllabi do not relate to any kind of language approach (1987:50). Rather it is influenced by; “(1) goal and objective of the overall instructional program, (2) Instructional resources available, (3) teachers factors, and (4) students factors” (Sundayana, 2004).

However, the development of ELT syllabus in Indonesia from structural-based (The 1984 syllabus), Thematic-based (The 1994 syllabus), to competence/skill – based (The 2004 and 2006 syllabus) is not followed by the changing of approaching used by teacher in classroom. Teachers tend to teach more grammar and structure separately and explicitly out of their communicative competence (Hikam in Emilia 2005). Teachers' habit and their previous experiences influence the way of their teaching. Therefore, the government's policy to certify teacher is very crucial in developing ELT syllabus and further for

‘providing effective teaching’ as part of curriculum development (Richards, 2001).

E. Cultural context for teaching English

The word ‘culture’ derives from the Latin word ‘colere’ and ‘cultura’ that means ‘a process of harnessing or growing, of refinement’ (Wadham, Pudsey, & Boyd, 2007). In more elaborative ways, Wadham, *et al.* (2007) describe that culture possesses some components: symbols and signs, language, values and meanings, beliefs, norms, rituals, and material objects. Humans deploy any symbols and signs and interpret them. These symbols and signs are deployed in a systemic way that then is called language. By using the language, people set some values which become criteria and standards to determine which one is good or bad in the world.

In addition, the ideas and statements to be true about the world formulate humans’ beliefs that may shape humans’ behaviour toward the world. Then, whether human behaviours are correct or incorrect can be justified using implicit or explicit rules known as norms. In their daily lives, humans perform repeated activities that turn to be their rituals. At last, humans also create material objects to express their values, beliefs, and interpretation.

Brown (2007, p. 132) argued that culture is a way of life within which people exist, think, feel and relate with others that binds them together. Because of this cultural binding, people tend to see the world with their own cultural

perspectives and possess a tendency to perceive their own cultural reality as the correct perception. Consequently, when they deal with other cultures, they may suffer from misunderstandings. Such misunderstandings are likely to occur in teaching and learning English in the context of English as a foreign language because teaching English language cannot be separated from the English culture as ‘a language is a part of a culture and culture is a part of language’ (Brown, 2007, p. 133).

F. Writing the Materials

The English teachers of Junior High School (SMPNN 1 Wiradesa) established a materials writing team. They wrote a set of six trial units, each of units would deal with some aspects of ASEAN culture, and then be trialed to the students of SMPN 1 Wiradesa. The materials used the Indonesian cultures rather than the cultures of ASEAN, for example, a unit on the *becak* or pedicab, cart, canoe in the transportation of Indonesia, Indonesian traditional dances, and one on *dangdut*, a form of Indonesian pop music.

The publishing an ELT text based on ASEAN cultures was being turned into a textbook about the cultures of Indonesia. This means that the students can be easier to understand the text, and catch the information easily.

G. English Textbooks

Textbook is very important for both teachers and students so that it is called “Keben” in Chinese, which means the basis of a course. Although it cannot cover everything, it remains the major source for the teaching content. Textbook is the effective instrument for the educational practice and it can reflect values and senses for individuals and nations (Eli Hinkel, 2005). Systematic and comprehensive textbook may facilitate the culture input considerably.

Among all the thorough lists of criteria for textbook evaluation, Byram’s checklist focuses on cultural content outstandingly. Byram asserted that although cultural learning and teaching has been viewed as an integral part of language education.

Byram (1993) examined the cultural content in textbooks that should include a focus on eight areas as shown in the following list:

Criteria for textbook evaluation (focus on cultural content)

- a) Social identity and social group (social class, regional identity, ethnic minorities)
- b) Social interaction (differing levels of formality; as outsider and insider)
- c) Belief and behavior (moral, religious beliefs; daily routines)
- d) Social and political institutions (state institutions, health care, law and order, social security, local government)
- e) Socialization and the life cycle (families, schools, employment, rites of passage)

- f) National history (historical and contemporary events seen as markers of national identity)
- g) National geography (geographical factors seen as being significant by members)
- h) Stereotypes and national identity (what is “typical” symbol of national stereotypes)

(Byram, 1993, P5-P10)

Byram’s criterion is more comprehensive and practical. It covers almost every aspect of the culture from the spirit to the material infrastructure. So the writer chooses Byram’s checklist as the basic theory to collect, analyze and evaluate the data of the cultural content in the chosen textbooks.

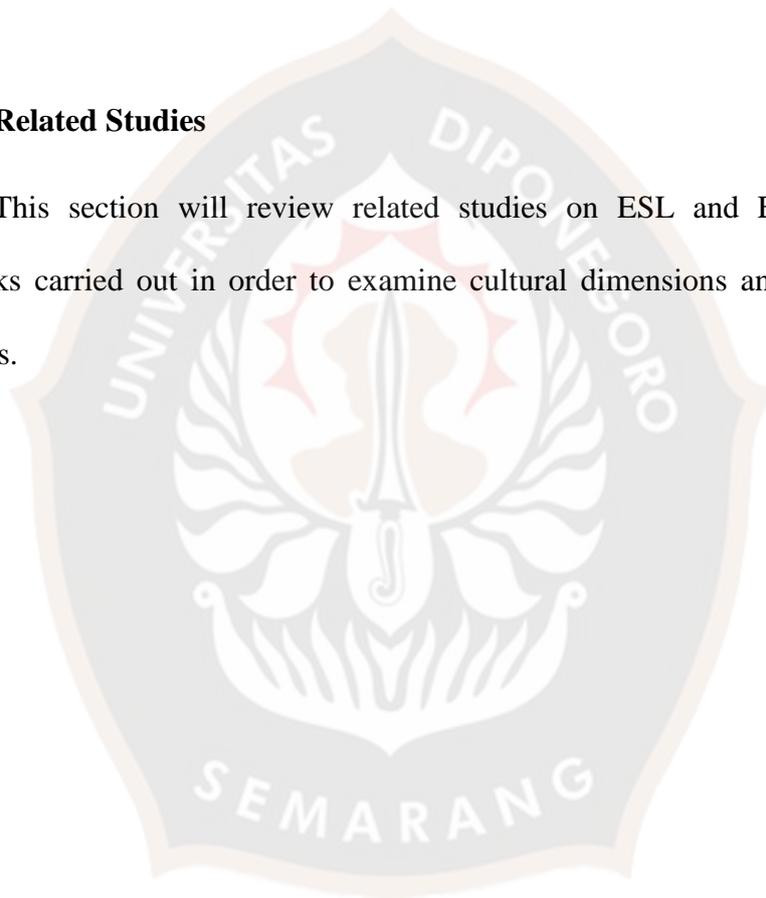
H. Textbooks and Culture

A discussion on textbooks is inevitable in light of the arguments advocating the infusion of culture in ESL education. The significance of textbooks is seen in many roles, textbooks play in facilitating the second language teaching and learning process in the classroom. According to Cortazzi and Jin (1999), the textbook “can be a teacher, a map, a resource, a trainer, an authority, a de-skinner and an ideology.” Hence, the textbook can be a major source of cultural elements besides providing linguistic and topical contents which necessarily reflect the ideology inherent in the ESL context of a particular circle. Textbooks across the world are of different cultural orientations; whether they are based on source cultures, target culture or international target cultures. Source cultures refer to

learners' own culture, target culture is the culture in which the target language is used as a first language while international target cultures refer to various cultures in English, or non-English-speaking countries which use English as an international language. (Cortazzi and Jin, 1999). Consequently, this categorization will assist in describing the cultural orientation of the textbook.

I. Related Studies

This section will review related studies on ESL and EFL texts and textbooks carried out in order to examine cultural dimensions and their related concerns.



Norrizan (1993) set out to find out the impact of various cultural elements in ESL texts introduced during ESL lessons to two sets of students in two different schools in Malaysia. She compared a school in Community A with middle or upper middle class students and Community B which was an urban village with low income families. She used a cultural uni matrix which includes culturally suggestive topical items such as types of houses, overseas studies, satay, business loans, travels, air travels and local festivals among others. These items were selected from a survey of six form four ESL textbooks referred to or used by the teachers in the study. Classroom observations and interviews were carried out to determine whether the topical items are culturally familiar or unfamiliar to the students. She found out that many of the topical items were culturally relevant to students who came from middle or upper middle class families in Community A. She concluded that the textbooks were biased towards middle-class values and lifestyles. Thus, meaningful interactions were achieved in these classrooms. Conversely, students in Community B were very distracted and restless during these lessons. She proposed that teachers should be more selective in choosing appropriate items according to the learners' culture. It is concluded that culturally familiar items do facilitate second language learning.

Despite misgivings about the inclusion of Western culture in English Language teaching, Shimako, 2000 (in McKay, 2004) found that many of the textbooks adopted in Japan do include Western characters and values although Japanese culture was predominant. Foreign cultures were almost always in the context of Western visitors being introduced to Japanese culture by the locals.

Generally, American culture is the main culture representing Western values and characters.

In the Korean English as a Foreign Language (EFL) context, the teaching and learning of culture encompasses all aspects of human life: lifestyle, behaviour, thoughts and the value system of the target culture. Learners are made aware of the various dimensions of culture as well as the rules of the language. It is found that the most frequently appeared topics related to culture in the Korean English textbook for secondary schools are food, holidays, gestures, weather, customs and travel to English speaking countries. The predominant concept of culture is 'culture as the way of life' which is the sociological sense of culture. The aesthetic dimension of culture, culture as a way of thinking and behaviour do not seem to be taken into consideration.

In Chile, the cultural focus is Chilean own culture and country. The Ministry of Education has designed a series of textbooks for the public schools entitled "Go for Chile" (Mugglestone, Elsworth, and Rose 1999, 2000 in McKay, 2004) that carries out the Ministry's learning objectives. Thus the book deals with places in Chile and the various local issues. Characters portrayed are of many nationalities but typical Western values on gender roles are also depicted where we have typically the portrayals of professional mothers who work outside the home.

In their study of teaching materials in Moroccan secondary schools Adaskou, Britten, and Fahsi (1990) found nothing beneficial or motivating in including Western culture. By introducing Western culture there's a tendency for

cultural comparison which in turn will breed discontent among learners with their own culture. Besides, certain patterns of behaviour in English-speaking social contexts are not desirable, being incompatible with local values. Finally, the teachers in the study believe that motivation in learning English will improve if the language is presented in contexts relevant to learners' lives as young adults rather than in the context of an English-speaking country. Adaskou, Britten, and Fahsi (1990) also maintains that the inclusion of a cultural component in language teaching can improve international understanding, enhance appreciation of one's own culture, facilitate learners' visits to foreign countries and contacts with their people, and motivate learners.

Generally in the textbooks of these nations, the Western characters are used to introduce stereotypes presenting differences between Western culture and local cultures. They also portray issues of gender roles and all of them appear in textbooks approved by the local Ministry of Education. Along the same line, it is the intention of the present study to explore the cultural dimensions and describe the cultural contexts in Indonesian English Language textbooks, especially some of them which are used in SMP N 1 Wiradesa.

CHAPTER III

RESEARCH METHOD

In achieving the objectives of this study, the writer used the following methodologies which were divided into four sections: (1) type of research, (2) data and data source, (3) method of data collection, (4) technique of data analysis.

A. Type of Research

This study is a descriptive-qualitative and simple quantitative. Qualitative, because this study is connected with how well the phenomena are, rather than with how much of there are. This concerns on how well the impact of English as an International language on English language teaching in Indonesia and this is verbal explanation rather than numerical one. This means that this study does not focus on the statistical data of the study but focuses on the analysis of data in explaining the result.

Descriptive, because it describes what phenomena is like. It shows the social, cultural and language phenomena due to the English language teaching as an International language in verbal description. And explanatory, because it gives the reasons of the analysis described (Sutopo, 2008). Simple quantitative, because this research includes percentage in analyzing and formulating the data. In short, this study focuses on more qualitative and simple quantitative data in analyzing the data and explaining the result.

B. Data and Data Source

The data of this study were collected from ;

1. Questionnaire.

The writer collected the data from English teachers in SMPN 1 Wiradesa.

Some data were collected through questionnaire.

2. The English textbooks.

English textbooks taken by the writer as the sources of data to be analyzed were the English textbooks from Department of National Education. They were as the following:

- a) *Wardiman. A. dkk. (2008). English in Focus (for grade VII Junior High School SMP/MTs). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.*
- b) *Priyana. J. dkk. (2008). Scaffolding (English for Junior High School Students Grade VIII). Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.*
- c) *Susilohadi. G. dkk. (2008). Contextual teaching and learning Bahasa Inggris, SMP/MTS Kelas IX Edisi 4. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.*

C. Method of Data Collection

The method in collecting the data is questionnaire method. In order to collect the data, the writer goes through the steps as follow:

1. Giving questionnaire to the English teachers of SMPN 1 Wiradesa, Pekalongan Regency.
2. Collecting the data and then analyzing and interpreting the data by himself.
3. Reading and Analyzing the English text books used by the students and the English teacher of SMPN 1 Wiradesa, Pekalongan Regency, especially English text books from Department of National Education.
4. Identifying the content of the English text book based on its cultural content.

D. Technique of Data Analysis

The technique of data analysis used in this study was descriptive qualitative and explanatory. In doing the analysis, the writer conducted the technique to analyze the data and arranged into some particular steps as follows:

1. Questionnaire

The writer collected the data from SMPN1 Wiradesa, Pekalongan Regency by giving questionnaire to all of the English teachers in that school. The

questionnaire was in the form of multiple choices and explanation questions which consist of 20 questions. The questions are related to English language teaching in Indonesia and the cultural content of English textbooks such as which type of cultural content would you prefer to use in your class?, Do you think that a class must use group work to be considered a communicative classroom?, etc.

2. EFL Textbooks

The data concerning textbooks were based on the analysis of Junior High School English textbooks. This study adopted three books for Junior High School students published by *Pusat Perbukuan Departemen Pendidikan Nasional Tahun 2008*.

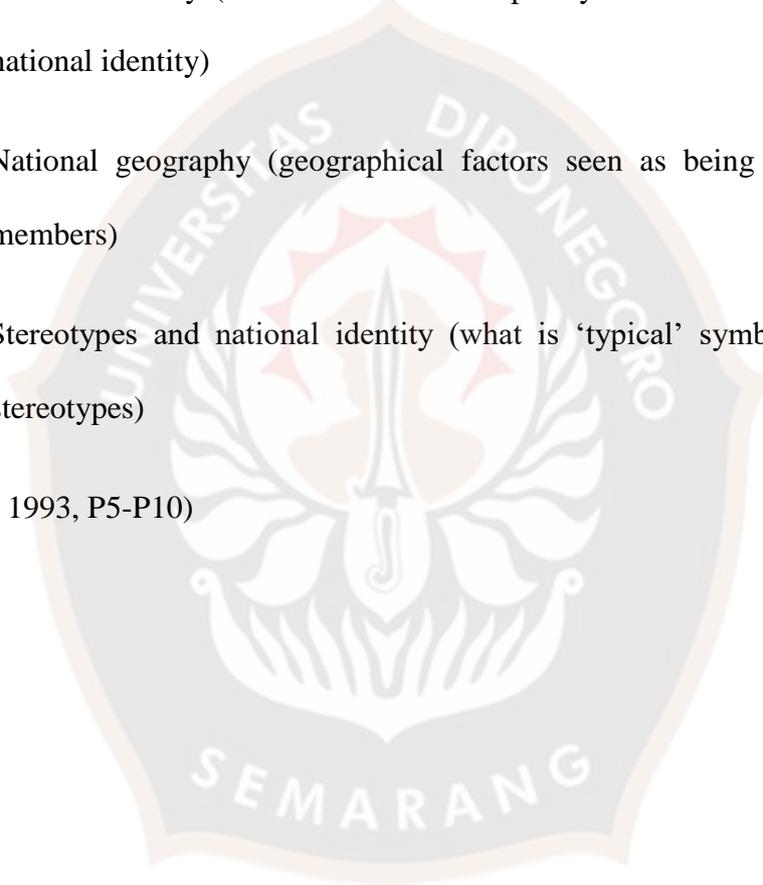
In analyzing and evaluating the data of the cultural content in the English textbooks, the writer chose Byram's criteria. Byram's criteria are very comprehensive and practical. It covers almost every aspect of the culture. Byram (1993) examined the cultural content in textbooks that should include a focus on eight areas as shown in the following list:

“Criteria for English textbooks evaluation (focus on cultural content) are as follows”:

1. Social identity and social group (social class, regional identity, ethnic minorities).
2. Social interaction (differing levels of formality; as outsider and insider)
3. Belief and behavior (moral, religious beliefs, daily routines)

4. Social and political institutions (state institutions, health care, law and order, social security, local government)
5. Socialization and the life cycle (families, schools, employment, rites of passages)
6. National history (historical and contemporary events seen as markers of national identity)
7. National geography (geographical factors seen as being significant by members)
8. Stereotypes and national identity (what is 'typical' symbol of national stereotypes)

(Byram, 1993, P5-P10)



CHAPTER IV

RESULTS AND DISCUSSIONS

The result of this study is discussed in two parts: questionnaire analysis results and textbooks analysis results. The writer collected the data from SMPN 1 Wiradesa, Pekalongan Regency by giving questionnaire to all of the English teachers in that school, the English teachers have taught for more than ten years. So, they have adequate experiences in teaching learning process. SMPN 1 Wiradesa is one of International Standardized Schools in Central Java. It is located in Wiradesa, Pekalongan Regency.

The questionnaire was related to English language teaching and cultural content. There were 20 questions in the form of multiple choices and explanation, such as which type of cultural content would you prefer to use in your class?, do you think that a class must use group work to be considered a communicative classroom?, etc. Following are some questions in the questionnaire:

1). **How does the English curriculum in Indonesia adapt the growing issue of English as International language?**

Development of language curriculum, especially English curriculum can be divided into five periods; (1) The 1975 curriculum, (2) The 1986 curriculum, (3) The 1994 curriculum: (4) The 2004 curriculum, and (5) *Kurikulum Tingkat Satuan Pendidikan (KTSP)* which refer to education national standard. From the five period of curriculum development, it used three approaches; Audiolingual

Approach in the 1963 curriculum to the 1975 curriculum, Communicative Approach in the 1986 curriculum to the 1994 curriculum, and Integrated Approach between Communicative Approach based discourse and Literacy Approach in the 2004 curriculum and *Kurikulum Tingkat Satuan Pendidikan*.

Related to the role of English as an International language, English is one of the compulsory subjects from Elementary School to University. As a foreign language, the Indonesian students rarely use English outside the classroom context. In the classroom, Indonesian students speak Indonesian language or their local language instead. This condition affects the students' English mastery.

In promoting English language teaching in Indonesia, Indonesian government has adapted English language teaching syllabus from 1984 up to 2006. This is divided into four sections. The first is the 1984 English language teaching syllabus, the second is the 1994 English syllabus, the third is the syllabus of competence based curriculum (2004) and the latest curriculum is school based curriculum or KTSP.

The 1984 English language teaching syllabus, English is placed as the foreign language. This syllabus intends to build the learners' ability in communicating, well-known as communicative approach. The components of the 1984 English syllabus included structure, reading, vocabulary, dialogues, writing, song and game (Junior High School), and spelling, pronunciation and pen (Senior High School).

The 1994 English syllabus is the development of the previous syllabus. The goal of this syllabus is to develop the communicative competence in English, including reading, listening, speaking and writing skill. Grammatical rule is also used and presented to express meaning and functional skills.

The 2004 English language teaching syllabus is known as competence based curriculum. This curriculum intends to develop the competence of language from spoken to written language. The goal of English language teaching for Junior High School focuses on written spoken language with simple sentences such as in descriptive, narrative, spoof/recount, procedure, report and anecdote. However, in Senior High School focuses on written language based on more advance genre types such as descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

The 2006 English syllabus/*Kurikulum Tingkat Satuan Pendidikan (KTSP) syllabus*, the goal of this syllabus is to increase communicative competence in the form of spoken of language accompanying action for Elementary School. In the form of spoken and written for achieving functional literacy level for Junior High School, and in the form of spoken and written for achieving informational literacy level for Senior High School. This syllabus is known as school based curriculum, because this syllabus is developed by teachers or teacher groups supervised by Department of Education based on standard of content.

Communicative learning or communicative method in English language teaching process is being developed in English syllabus in Indonesia. This appears

because of the role of English as an International language. So, the important goal of learning English in Indonesia is to communicate with other people around the world. Regarding to the teachers' perspective, the role of teacher is to create the communicative method in teaching and learning process through group work, discussion or role play.

The writer sees that the impact of English as an International language in Indonesia affects the development of English curriculum. Communicative learning or communicative method in English language teaching process is being developed in English syllabus in Indonesia. This appears because of the role of English as an International language. So, the important goal of learning English in Indonesia is to communicate with other people, mostly non-native speakers of English. In some teachers' perspective, the role of teacher is to create the communicative method in teaching and learning process through group work, discussion or role-play. This is done as a way of increasing the students' communication ability. So that at the end of the study students are hoped to be able to use English communicatively. Thus, attention to whether the textbooks used in the teaching and learning process focused more on Indonesian or western cultures seems to be essential to consider because it deals with the contexts and needs of learning. In other words, the more familiar cultures being discussed in teaching and learning process, the more beneficial it will be, from students' perspectives. This is because the students' needs in learning English is, again, to communicate with their fellow about things around them.

2). **How do English text books in Indonesia cover the cultural content?**

At the Elementary School to university level, the Indonesian students are commonly required to take English as a compulsory subject. The focus of learning is on developing reading skills, translation into Indonesian language and sometimes on writing in English. Grammar and translation are given at low level students such as Elementary School level.

English is now more commonly used as a language of communication between non-native speakers of English than between native speakers of English. This has two important implications for the teaching of English in Indonesia: the first concerns about which cultures should be taught through English (Indonesian cultures or English speaking countries cultures); and the second concerns on which variety of English should be taught (American and British varieties of English or other varieties of English).

If English is used primarily for communication between non native speakers of English, then the cultures and backgrounds of those people becomes more important than any culture traditionally associated with native speakers of English. The English language teaching in Indonesia needs to give information about cultures of non-native speakers or Indonesian cultures. It is also important that the students must be prepared to be able to use English to talk about their own cultures. If English in Indonesia and Asia is used primarily for communication between non native speakers of English, then the way those people speak English becomes more important than the way native speakers speak English. Thus, the

writer agrees with the ideas of some experts (McKay 2008, Kirkpatrick 2010) which emphasise that conforming the learners' ability to native speakers' ability is no longer a valid instrument to measure the proficiency level of the learners.

In this study, the writer focuses on revealing the issues of cultural contents on English text books used by SMP N 1 Wiradesa.

a. How is the cultural content on English textbook?

The writer analyzed the cultural content of English textbook used as an English module in English language teaching in SMP N 1 Wiradesa, especially English text books for Junior High School students. This book is recommended by Department of National Education.

In collecting, analyzing and evaluating the cultural content of English text books, the writer chooses Byram's checklist criterion. It is more comprehensive and practical. It covers almost every aspect of the culture from the spirit to the material infrastructure.

Criteria for textbook evaluation (focus on cultural content) shown in the following list:

Table 1. The Analysis of English text book (*English in Focus for grade VII Junior High School*)

No	Byram's Criteria	Details	Position	Number	Percent age
1.	Social identity and social group	What is your name?	Page 1	4	33,33%

		What should I buy? What do you do? My hobby	Page 57 Page 101 Page 139		
2.	Social interaction	Greeting and introducing Asking and giving information Describing people Asking and responding clarification expression	Page 8 Page 27 Page 107 Page 143	4	33,33%
3.	Belief and behavior	Work out	Page 123	1	7,69%
4.	Social and political institutions				
5.	Socialization and life phrase	Let's go to school Family life	Page 39 Page 83	2	16,67%
6.	National history				
7.	National geography	Things around us	Page 19	1	7,69%

8.	Stereo types and national identity				
	Total			12	100%

Based on the Byram's criteria the English text book entitled *English in focus for grade VII Junior High School*, the discussion about Indonesian cultures are discussed in the page 1, 57, 101, and 139, the focus of the discussion is about personal identification, the percentage of it is about 33,33%.

Social interaction is also discussed, for example about greeting, introducing, asking and giving information, describing people, etc. This discussion reaches 33,33%.

The next point is about belief and behavior which is also presented in this text book. There is around 7,69% of the total cultural points being discussed in the text book which focuses on belief and behavior.

The writer did not find any discussion about social and political issues in this text book. However, the discussion about socialization and life phrase reaches around 16,67%. The example of this discussion is about family life and going to school or school life.

National historical issues were also not available in this textbook. However, there are around 7,69% portion for discussing National geographical

issues, it is covered in the discussion about things around us. The other point which is not covered in this textbook is stereo types and National identity.

Table 2. The Analysis of English Text Book (*Scaffolding, English for Junior High School Students Grade VIII*)

No	Byram's Criteria	Details	Position	Number	Percent age
1.	Social identity and social group	Describing things and animals My gorgeous idol My unforgettable holiday My first experience Once upon a time A friend in need is a friend indeed	Page 1 Page 21 Page 61 Page 79 Page 141 Page 161	6	46,15%
2.	Social interaction	Asking for, giving and refusing goods and services Agreeing and disagreeing something	Page 1-20 Page 41-60	4	30,77%

		Asking for and giving opinions	Page 62-79		
		Starting, extending and ending a conversation on the telephone	Page 103		
3.	Belief and behavior	Life performances	Page 103	1	7,69%
4.	Social and political institutions	Celebration around the world	Page 123	1	7,69%
5.	Socialization and life phrase				
6.	National history				
7.	National geography	Wonderful places	Page 41	1	7,69%
8.	Stereo types and national identity				
	Total			13	100%

Based on the Byram's criteria the English text book entitled *Scaffolding English for Junior High School Students grade VIII*, the discussion about

Indonesian cultures are discussed in the page 1, 21, 61, 79, 141, and 161, the focus of the discussion is about describing something, the percentage of it is about 46,15%. Social interaction is also discussed, for example about asking for something, giving and refusing goods and services, agreeing and disagreeing something, asking for and giving opinions, etc. this discussion reaches 30,77% The next point is about belief and behavior which is also presented in this text book. There is around 7,69% of the total cultural points being discussed in the text book which focuses on belief and behavior.

The writer found any discussion about social and political issues in this text book, there is around 7,69%. The example of this discussion is about celebration around the world. However, the discussion about socialization and life phrase were not found in this textbook.

National historical issues were also not available in this textbook. However, there are around 7,69% portion for discussing National geographical issues, it is covered in the discussion about wonderful places. The other point which is not covered in this textbook is stereo types and National identity.

Table 3. The Analysis of English text book (*Contextual Teaching and Learning, Bahasa Inggris, SMP Kelas IX*)

No	Byram's Criteria	Details	Position	Number	Percent age
1.	Social identity and social group	Are you sure? How do you do it? What a pity? What are they? Really? What is it like? Could you? Long long time ago, there was	Page 1 Page 24 Page 41 Page 55 Page 71 Page 90 Page 107 Page 121	8	72,73%
2.	Social interaction	Expressing and responding to doubt, asking for repetition, showing concern, showing surprise or wonder. Expressing and responding to bad news.	Page 2 Page 42	3	27,27%

		Responding to good news and expressing opinions	Page 72		
3.	Belief and behavior				
4.	Social and political institutions				
5.	Socialization and life phrase				
6.	National history				
7.	National geography				
8.	Stereo types and national identity				
	Total			11	100%

Based on the Byram's criteria the English text book entitled *Contextual Teaching and Learning Bahasa Inggris Sekolah Menengah Pertama Kelas IX*, the discussion about Indonesian cultures are discussed in the page 1, 24, 41, 55, 71, 90, 107, and 121, the focus of the discussion is about personal identification, the

percentage of it is about 72,73%. Social interaction is also discussed, for example about expressing and responding to doubt, asking for repetition, showing concern, showing surprise or wonder, expressing and responding to bad news, responding to good news and expressing opinions, etc. this discussion reaches 27,27%

The next point is about belief and behavior which is unavailable in this textbook. The writer did not find any discussion about social and political issues in this textbook and the discussion about socialization and life phrase also were not found in this textbook.

National historical issues and National geographical issues were also not available in this textbook. The other point which is not covered in this text book is stereo types and National identity.

The writer considers that English textbooks in Indonesia, especially in SMPN 1 Wiradesa, has adapted the growing issue in the world. It can be seen from the way the English textbooks presented the content of some reading texts and vocabulary. Some texts are about Indonesian culture, such as Borobudur, Batik, etc. The vocabulary used in the texts is also related to the content of texts being discussed.

It shows that the focus of learning English in Indonesia is to enable students to talk about their own culture in English as the target language. It is significantly different from the previous syllabus which drove students to focus more on performing or imitating native like performance by having English speaking countries culture.

It also shows that communicative ability is more important in learning English than native performance. However, the syllabus still emphasizes the correctness of language such as pronunciation, even though it focuses more enabling students to be communicative in English.

With regard to the cultural content employed in the English textbooks, the content of the textbook use the cultural content that deals with the life and local culture. The use of local cultural content gave reasons such as it is important to keep alive the local culture in young people and to reinforce the values of our culture, and also to promote local culture in International. However, we can use local culture in the English Language Teaching process, but we have to emphasize the standard of English such as American English or British English as the rules or foundation of learning without conforming the learners' abilities to those varieties in assessing their performance. In other words, we are not suggested to say that English ability of learners is bad if the way they speak does not sound native even though they can communicatively convey their meanings or utterances.

Related to the students' interest in learning English, most of the students were interested in content that deals with local places and people in Indonesia. The reason of them is that they can understand the content of the learning sources, they know their local cultures and apply them in their daily life.

From the description above, the writer concluded that basically the textbooks used by SMP N 1 Wiradesa cover some issues about cultures in Indonesia. The cultures being discussed are mostly about Indonesian local

cultures. This is a good way to teach Indonesian students. The content is about Indonesian cultures but presented in English. This issue is supported by some language experts such as Andy Kirkpatrick (2007), Jennifer Jenkins (2000) and Sandra-Lee McKay (2008). Those experts suggested that in learning English, students much better to learn their own cultures in English and are not overwhelmed by the cultures of the English speaking countries. In addition they suggested that there is no need to conform the students' performance to the native performance since the main target of learning English, especially in Indonesia, is to successfully communicate with others in English. Thus, since most of Indonesian learners of English are rarely communicating with native speakers of English, the greater emphasis on learning about their own cultures in English will be more beneficial for learners.

It is also found that the cultural focus or content of this textbook is local culture or 'localized culture' made up of the cultures of the various ethnic groups in Indonesia. In line with this, the cultural orientation of this textbook is based on the source cultures in which there is a direct and explicit inclusion of local culture such as found in the passages explaining about local festivals and dances.

There is also an attempt to introduce intercultural behaviour and communication. No instances of comparison with western or target language culture are found. In this respect the EFL context in Indonesia is extended to English as an international language (EIL) context as it is used to describe local cultures and values to other global speakers of English.

In conclusion the Indonesian English Language textbook examined does subscribe to the assumption that language is culture hence the inclusion of culture is beneficial to language proficiency. Therefore the Indonesian ELT ideology on culture is successfully translated into the cultural occurrences in the textbook.

As mentioned earlier, this is a very small scale study with three textbooks as samples. Therefore it is not the intent of this study to generalize its findings. The scope of the study is only confined to the analysis of written text. It does not consider illustrations and other visuals, tape scripts of listening texts, and sound recordings.

It is a fact that English has become an international language therefore it does not belong only to native speakers in English-speaking countries. It has truly belonged to the world as the global lingua franca of this century. Second language speakers of English use English to communicate not only with native speakers of English but with other second language or foreign language users of English. The rapid and extensive localization and nativization of English (Yano, 2001) suggests that English does not need to always be linked to the culture of those who speak it as a first language. Indeed the purpose of an international language is to describe one's own culture and concerns to others (McKay, 2004).

The findings in the studies reviewed in this thesis reveal that the teaching of English is becoming much more localized, integrating local flavours with those of the target culture. The uses of local characters, places, and issues as the content for textbooks are subtly interspersed with the cultural contexts of English-

speaking countries. This is a necessity as language could not be totally divorced from culture.

The adoption of English as a second language means to a certain extent the acceptance of Western culture and values. As Smith (1976) proposed thirty years ago, only when English is used to express and advocate local culture and values will it truly represent an international language. Thus, in order to help students in learning and mastering English as well as using it as communication means, the content of learning sources should be adjusted with the local cultures. This will make students at ease in learning English since they will discuss and talk about things they are familiar with.

3). What cultural content is appropriate for English Language Teaching in Indonesia based on teachers' perception?

Related to the students' interest in learning English, most of teachers' perspective answered that the students were interested in content that deals with local places and people in Indonesia, with the reason that the students can understand the culture and applicable in their daily life quickly and easily.

Talking about cultural information in English textbooks, all of the English teachers know all of the cultural information on the English textbooks well, because the cultural content of the English textbooks generally deal with local culture and local information.

In order to determine English teachers' perspective on the role of culture in English Language Teaching materials, the following questions were addressed to the English teachers of SMP N 1 Wiradesa:

1. *How long have you been teaching English?*

- a. *1 – 2 years*
- b. *3 – 5 years*
- c. *More than 5 years*

In the first question, all of the English teachers of SMPN 1 Wiradesa have taught English subject more than 5 years, and even some of them have taught English subject more than 10 – 15 years. So, all of the English teachers in SMPN 1 Wiradesa have adequate experiences in teaching English. In other words, the writer considers the teaching experience of the teachers is no longer in doubt. Thus, they have known well how to deal with their class and students.

2. *What grade are you presently teaching?*

- a. *7*
- b. *8*
- c. *9*

In the question number two, there are four English teachers in SMPN 1 Wiradesa, and all of them teach in different grade based on the

time schedule. And every year, there is a rotation for teaching. This affects the teaching and learning process in the classrooms since teaching different grade means teaching students at different level of proficiency. Thus, the teachers are considered to have different experiences in teaching in which the higher level of grade of the students are more familiar with English.

3. *Which type of cultural content would you prefer to use in your class?*

- a. *Content that deals with local places and people*
- b. *Content that deals primarily with aspects of United States or British life and cultures*
- c. *Content that deals with the life and culture of various countries around the world*

With regard to the cultural content employed in the teaching process, the majority of the English teachers preferred cultural content that deals with the life and culture of various countries around the world and some of them chose the cultural content that deals with local culture.

The use of local cultural content gave reasons such as it is important to keep alive the local culture in young people and to reinforce the values of our culture. Those who supported the use of

content from native English-speaking countries cited the need to know the origin of the language. Finally, this preferred the use of various cultures with the reasons such as this may help students feel that they can use English everywhere and in any situation, and students have a global vision of the world in which they live.

However, some expert says that the best content or source of learning for students is the culture of those learners themselves. This will accelerate their English mastery and in accordance with their needs in learning English. It is obvious that talking about things around us will be easier than talking about others' cultural issues.

It is also clearly seen that the needs of Indonesian students in learning English is to communicate with other Indonesian learners, mostly and rarely with native speakers of English. Thus, the content of students' daily communication is about Indonesian students' issues. Therefore, emphasis on students' cultures will be more beneficial for them than the cultures of native speakers.

However, the writer does not say that the students are not allowed to learn western cultures. The writer thinks that knowing about others' cultures is also necessary as long as it is for broadening our knowledge and it does not become the paramount issue in learning so that the local cultures are neglected.

4. *Why?*

According to teacher's perspective that preferred cultural content that deals with the life and culture of various countries around the world to local cultures, they have reasons such as by presenting the cultural content that deals with the life and culture of various countries around the world, students can learn all of the information around the world, and it can increase their knowledge.

And some of English teachers who choose the cultural content that deals with local culture have reasons such as; the use of local cultural content is important to keep alive the local culture in young people and to reinforce the values of our culture.

The writer considers that basically all content whether local or western cultures are beneficial for students as long as they are presented proportionally. The thing should be considered by the teachers is that the teachers have to be wise in presenting the content. Since it is proven and supported by some linguistic and educational experts that local cultures are more beneficial for students in terms of familiarity with the content and the level of difficulty in applying the content being learnt, the writer considers that it is better if the teachers give emphasizes more on the local culture and still present western cultures sometimes.

5. *Which type of cultural content do you feel that your students like best?*

- a. *Content that deals with local places and people in Indonesia*
- b. *Content that deals primarily with aspects of United States or British life and culture*
- c. *Content that deals with the life and culture of various countries around the world*

Related to the students' interest in learning English, most of teachers' perspective showed that the students were more interested in content that deals with local places and people in Indonesia than western cultures. The reasons were mostly that the students can understand the culture and apply them in their daily life quickly and easily.

By that answer, it is obvious that local cultures are more preferable than western cultures for the students. Again, familiarity with the content which affects the level of understanding or mastery becomes the main reason of the students. This shows that the condition of the students and the content of the textbooks have been in accordance with the issue of learning English in International contexts. The things that need to be adjusted is the perception of the teachers which seem to still see that western cultures are that essential for students.

6. *Why?*

From the question above, the teachers answer that the students prefer the content that deals with local places and people in Indonesia, because they can easily understand the content and more able to catch the information easily. Thus, it is easier for them to apply or use English in their daily life.

7. *Have you ever been asked questions about cultural information in a textbook that you could not answer?*

a. *Yes*

b. *No*

If yes, what did you do?

a. *I ignored the question*

b. *I quickly invented an answer*

c. *I told the students that I didn't know but that I would try to find out*

d. *Other :*

Talking about cultural information in English textbooks, all of the English teachers said that they mostly know all of the cultural

information on the English textbooks well, because the cultural content of the English textbooks generally deal with local culture and local information. This proves that, basically, teaching local cultures is not a new thing that can be a burden for the teachers. They said by themselves that issues about local cultures is something they are already familiar with.

8. *How often do you use group work in your class?*

- a. *Every class*
- b. *Sometimes*
- c. *Rarely*
- d. *Never*

In the question number 8, the English teachers sometimes use group work in their class. Group work is used when the teacher wants students to practice to communicate in English. Group work is also used to discussion about a topic in English.

9. *What do you see as the major advantages of using group work in your class?*

Related to the advantages by using group work in their class, the teachers see that group work has a lot of advantages, such as group work is used as a means of practice communication in English among students. Make students confidence in learning English, not only that, the students are able to improve their English actively with their friend through discussion.

10. What do you see as the major disadvantages of using group work in your class?

According to the teachers, the disadvantages of using group work in their class are sometimes any student who makes a noise.

11. Do you believe that students like using group work?

- a. Yes*
- b. No*

In this question, the teacher answered yes.

12. *Why?*

Most of teachers gave answer that the method of group work used in the English Language Teaching process will make students confidence, interested and challenged in learning English.

13. *Do you think that a class must use group work to be considered a communicative classroom?*

a. *Yes*

b. *No*

According to the teachers' perspective, they answered yes.

14. *Explain*

The teachers believe that group work is the most strategic method to elicit students and to support students in learning English.

15. *What do you think are the greatest strengths of native English speaking teachers of English?*

In this question, the teacher answered that if the native speakers of English teach English, they must be good, fluent, and better than Indonesian English teachers, because as a native speaker, English is their first language, and they are as a model of English standard.

16. What are the greatest weaknesses?

The greatest weaknesses according to the teachers' perspective are the students will face difficulty in understanding the words and the sentences if they are taught by the native teacher.

17. What do you think are the greatest strengths of Indonesian teachers of English?

With regard to the greatest strengths of Indonesian English teachers, the teachers said that the students are able to understand easily if they are taught by Indonesian English teacher, in teaching English, the teachers are able to transfer the information directly by translating the meaning into the original language.

18. What are the greatest weaknesses?

The greatest weaknesses according to the teachers are the Indonesian English teacher is not as good as native teacher in teaching English, the Indonesian English teacher can not be model of English standard.

19. If you were the director of a private language institute of English, who would you try to hire primarily?

a. Native English speakers

b. Indonesian English teachers

20. *Why?*

Based on the teachers' perception, they chose native English speakers, because the native English speakers can be a model of English standard.

Some additional information that the writer considers need to be explained about the nature of students and cultural issue of SMPN 1 Wiradesa. The English teachers of SMP 1 Wiradesa said that the characteristics of Students in SMPN 1 Wiradesa are culturally passive, silent and shy in the class affect their behavior at the classrooms. They rarely participate in the class activities although they are asked by the teacher to participate. In this respect, a question may be raised whether these behaviors are culturally-embedded characteristics or only the impacts of lack of English language proficiency.

In this school, students' motivation in learning English seems to be based on their immediate needs. Students' future that does not directly require them to possess good English language mastery put them in a weak situation to learn English.

Students' belief may also have impacts on their learning. Based on the teacher's observation on teaching English in SMPN 1 Wiradesa, the students have a belief that English is a difficult subject to learn.

Language aspects such as vocabulary, pronunciation, and grammatical structures are the barriers for the students to understand in their study.

Grammatical structures are part of English language aspects that students of SMPN 1 Wiradesa should master in order to be able to express their ideas sufficiently. The influence of the first language grammatical structure is still dominant among the students. Instead of using appropriate English grammatical structure, they tend to use word to word translation. The English word order that is totally different from the Indonesian language both in a phrase or sentence level generally interferes the student understanding. In the sentence level, Indonesian language can express one idea in various word orders.

Tense is also the source of confusion for Junior High School students in SMPN 1 Wiradesa. The complex system in English verb to show time is not similar to simple way of Indonesian language.

The analysis above shows that Cultural context plays significant role in the success of teaching and learning English in Indonesia. Language aspects that cover grammar, pronunciation, vocabulary and the major language skills are dominant factor for the students to be successful in their study. However, their first language acquisition that is far different from English constitutes significant barrier for the students of SMPN! Wiradesa to make a progress. The nature of

Indonesian cultures that tend to embrace oral culture instead of reading culture should be taken into account to ensure the students' learning progress. All of these points of culture should be considered in English Teaching especially from the point of view of how the teachers and textbooks respond these cultures.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The overall aim of this thesis has been to account for the impact of English as an International language on English language teaching in Indonesia. In order to understand the ways in which English language teaching are needed in Indonesia, The writer has drawn upon English teachers' questionnaire and English text books analysis published by Department of National Education.

This chapter is intended to bring together the major findings in the previous chapters, and to discuss the implications of the work in terms of its theoretical as well as pedagogic contributions. As a final point, the study will conclude with the identification of some areas that require further research.

A. Conclusions

After analyzing the data the writer concludes that :

- 1) The impact of English as an International language in Indonesia affects the development of English curriculum. Communicative learning or communicative method in English language teaching process is being developed in English syllabus in Indonesia. This appears because of the role of English as an International language. So, the important goal of learning English in Indonesia is to communicate with other people, mostly non-native speakers of English. In some teachers' perspective, the role of teacher is to create

the communicative method in teaching and learning process through group work, discussion or role-play. This is done as a way of increasing the students' communication ability. So that at the end of the study students are hoped to be able to use English communicatively. Thus, attention to whether the textbooks used in the teaching and learning process focused more on Indonesian or western cultures seems to be essential to consider because it deals with the contexts and needs of learning. In other words, the more familiar cultures being discussed in teaching and learning process, the more beneficial it will be, from students' perspectives. This is because the students' needs in learning English is again to communicate with their fellow about things around them.

- 2) The writer concluded that basically the textbooks used by SMP N 1 Wiradesa cover some issues about cultures in Indonesia. The cultures being discussed are mostly about Indonesian local cultures. This is a good way to teach Indonesian students. The content is about Indonesian cultures but presented in English. This issue is supported by some language experts such as Andy Kirkpatrick (2007), Jennifer Jenkins (2000) and Sandra-Lee McKay (2008). Those experts suggested that in learning English, students much better to learn their own cultures in English and are not overwhelmed by the cultures of the English speaking countries. In addition they suggested that there is no need to conform the students' performance to the native

performance since the main target of learning English, especially in Indonesia, is to successfully communicate with others in English. Thus, since most of Indonesian learners of English are rarely communicating with native speakers of English, the greater emphasis on learning about their own cultures in English will be more beneficial for learners. It also shows that communicative ability is more important in learning English than native performance. However, the syllabus still emphasizes the correctness of language such as pronunciation, even though it focuses more enabling students to be communicative in English.

- 3) With regard to the cultural content employed in the English textbooks, the content of the textbook use the cultural content that deals with the life and local culture. The use of local cultural content gave reasons such as it is important to keep alive the local culture in young people and to reinforce the values of our culture, and also to promote local culture in International. However, we can use local culture in the English Language Teaching process, but we have to emphasize the standard of English such as American English or British English as the rules or foundation of learning English.
- 4) Related to the students' interest in learning English, most of the students were interested in content that deals with local places and people in Indonesia. The reason of them is that they can understand

the content of the learning sources, they know their local cultures and apply them in their daily life.

B. Suggestions

Some suggestions presented as the result of the discussion are as follow:

- 1) English is now an International language which belongs to all people from all nations who use it. Thus, there is no such nations which claims to be the only owner of it. Therefore, in learning English, the local cultural content of the learners are more essential than the culture of native speakers of English.
- 2) Teachers should catch up with the issue of English development in the world so that they are aware of it. Thus, they will not overwhelm students with cultural knowledge of western people and neglect the local culture.
- 3) Native speakers' culture is no longer paramount issue to address in ELT, but the cultural issue of the learners are the one should be the paramount one.

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APPENDIX

Questions

Name :

1. How long have you been teaching English?
 - a. 1 – 2 years
 - b. 3 – 5 years
 - c. More than 5 years
2. What grade are you presently teaching?
 - a. 7
 - b. 8
 - c. 9
3. Which type of cultural content would you prefer to use in your class?
 - a. Content that deals with local places and people
 - b. Content that deals primarily with aspects of United States or British life and culture
 - c. Content that deals with the life and culture of various countries around the world

4. Why?

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5. Which type of cultural content do you feel that your students like best?

- a. Content that deals with local places and people in Indonesia
- b. Content that deals primarily with aspects of United States or British life and culture
- c. Content that deals with the life and culture of various countries around the world

6. Why?

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7. Have you ever been asked questions about cultural information in a textbook that you could not answer?

- a. Yes
- b. No

If yes, what did you do?

- a. I ignored the question
- b. I quickly invented an answer

- c. I told the students that I didn't know but that I would try to find out
- d. Other :

8. How often do you use group work in your class?

- a. Every class
- b. Sometimes
- c. Rarely
- d. Never

9. What do you see as the major advantages of using group work in your class?

10. What do you see as the major disadvantages of using group work in your class?

11. Do you believe that students like using group work?

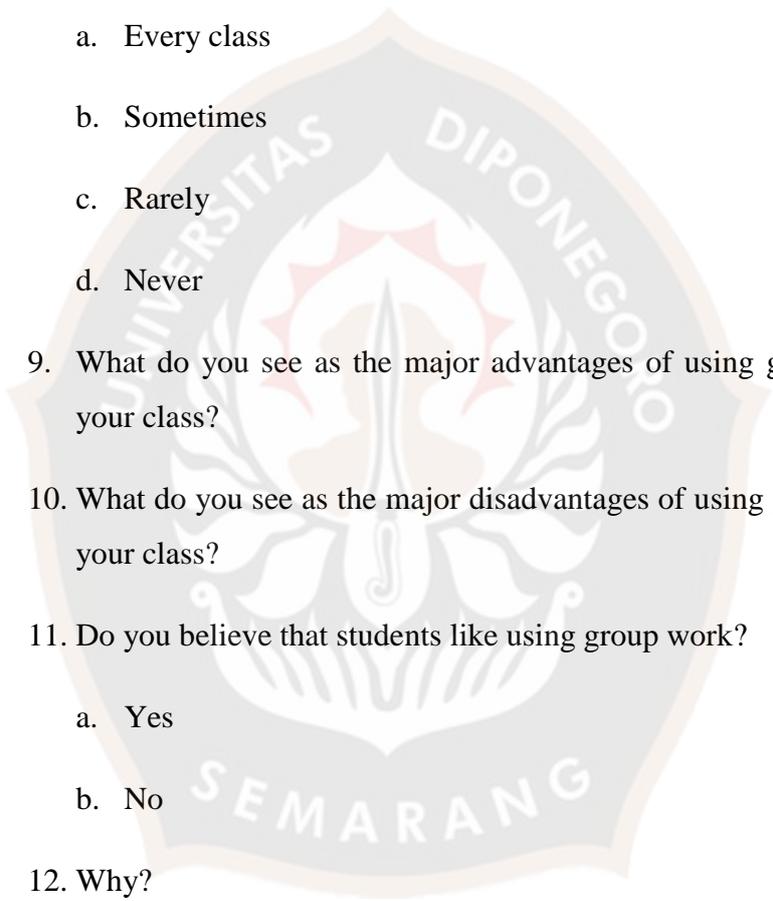
- a. Yes
- b. No

12. Why?

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.....

13. Do you think that a class must use group work to be considered a communicative classroom?

- a. Yes
- b. No



14. Explain :

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15. What do you think are the greatest strengths of native English speaking teachers of English?

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16. What are the greatest weaknesses?

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17. What do you think are the greatest strengths of Indonesian teachers of English?

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18. What are the greatest weaknesses?

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19. If you were the director of a private language institute of English, who would you try to hire primarily?

- a. Native English speakers
- b. Indonesian English teachers

20. Why?

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