

Analyzing the Culture of the “Think Globally Act Locally” Textbook Based on the Indonesian Culture

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ABSTRACT

“Think Globally Act Locally” is one of the books used on junior high school Indonesian English learning, this book is based on K-13 (Curriculum-13). This book was published in 2015; the newest version was published in 2018. The purpose of analyzing this textbook is to prove that this book deserves to be used by Indonesian students and to prove this book does not have any implied or explicit meaning, either in terms of SARA or any abuse and bullying that is not good for students. In this research, the researcher used a Textbook analysis method to analyze the content of “Think Globally, Act Locally” suitable for Junior High School students based on Indonesian culture. This book explores the illustration, and content by taking some samples of the illustration that can be an example of the content. This book analyzes every chapter, the researcher reads every content, and tries to understand the meaning of every content and illustration and then from the analysis, the researcher found that the book is ideal with Indonesian students based on Indonesian culture because this book has talked about what Indonesian culture is. This book has four main points that have discuss in the discussions therefore they also discuss the attitude of Indonesians, but some aspects must be added and therefore the researchers want to convey that this book can be revised to make it better and hope that this research will be input and advice to the Indonesian government, authors, and publishers for make the revision version.

Keywords: Qualitative; Textbook; Culture; Education

INTRODUCTION

The tools that bring an identity and culture are language (Zhili, 1999). Learning some language of the country helps students know how to communicate with international residents from another country. This is strongly stated by Beck (2016) that language is one of the easiest ways on communication. Language also help to understand every country in the world, where the speaker gets some information about other countries because of understanding the language. Zhili (1999) states that, while using the language students should know how the native culture is, to get more careful about what language is formal, non-formal, bad, and good. Besides, we still let the students know about their own country. It is important to make students more careful about using a foreign language in their country, especially Indonesia because the Indonesian curriculum requires moral teaching for students at any level as stated by. Language is a tool for people to communicate, talk to each other, and also understand what they want to share or inform. Every country has a culture for its habits. There are many differences in the culture of the country, they have many specific cultures that become their identity. Besides, the culture of Indonesia has its own rules, although the students study English they should know that Indonesian culture has many differences from United Kingdom culture, it is important to make the students know the culture because students are the key to the culture of every country so that, this article wants to analyze the culture of the English textbook that is usually used in the last class of junior high school has same with Indonesian culture or not.

Language and culture have a strong relationship, from how they speak and use a language stated (Riadini & Cahyono, 2021). Using the language of some countries has to understand the concept, and how to use the language in formal or informal contexts. Language and culture also have many connections to each other. Language is one of the ways to understand what people want to say because language people can give any information to each other. Language also has a character in

every country, every language has its characteristics on how they pronounce, read, and how grammar is used

The relationship between language and culture can be seen on:

1. Reflection of values and norms: language reflects the values, norms, and beliefs that exist in a culture. For example, a term or phrase in a language can describe the importance of social hierarchy or politeness in a particular culture.
2. Describe experiences and concepts: language allows a person to convey their life experiences and express concepts such as time, space, or social relationships according to the way their culture governs them.
3. Identity and Group: language is often an important aspect of a person's cultural identity. The language spoken by a person often reflects their affiliation to a particular social or ethnic group.
4. Change and Evolution: language is not static; it evolves in response to cultural changes. An example is adopting new words for technology or concepts that reflect societal changes.
5. Reciprocal influence: Besides influencing culture, language is also affected by cultural change. Contact with other cultures, migration, or globalization can affect the structure and vocabulary of a language.

Thus, language and culture complement each other and form the collective identity of a society. Understanding these relationships is important to appreciate cultural diversity and promote deeper cross-cultural understanding. Indonesian culture is characteristic of Indonesian country because many cultures of Indonesia have a different culture from other countries. Especially in language, there are 700 mother tongues of Indonesia. This is one of the reasons why culture should be preserved. Besides the relationship between Culture and Language, the most important thing to evaluating textbooks used by the Indonesian Governor in English learning, it is that the textbook has an important role in English learning (Mutia Ayu, 2020). The reason for evaluating this textbook is because the textbook has an important role in learning and teaching (Faris I. N., 2014). This is because textbooks is the media for students to learn at home, students also read the textbooks when they studying at home. Another role of textbooks is, to make teacher easier to get material and make some lessons plan. Textbooks also can be the media that can divorce Indonesian culture, sometimes there is bad content that is deliberately made to affect children, and begin to practice it in daily activities. This is the most dangerous effect of the textbook media. It is stated by Huang (2019) that textbooks is not enough to pay attention to, people know that textbooks it is just for English teaching and learning, and did not realize that textbooks can introduce cultural diversity, and tolerance, and as a medium of cross-disciplinary knowledge. The textbook is one of the crucial things in English teaching and learning, while the textbook has an important role for both students and teachers, the selection of a textbook should be one of reasons to achieve the teachers goals, it is important because the textbook is one of students media, to have a self-regulated learning at their house (Nainggolan & Wirza, 2021).

METHODS

This article uses a qualitative method, which is the textbook analysis, Son & Diletti (2017) states that textbook analysis is one of the ways to analyze content, comparing content, comparing material, etc. where analyzing one of the textbooks with the title “Think Globally, Act Locally” This research analyzes the content, pictures, and material in the book based on Indonesian culture to know the activities in the “Think Globally Act Locally”. To make sure the book suits Indonesian Culture (Jha, 2023). This book is usually used in junior high school at ninth grade, where the students start to know English material context from the animation in the book. Textbook is one of the tools that is important in the curriculum, where the teacher gets the material for their lesson plan, and it makes teachers can make easier on making their lesson plan because they have the material, culturally, on

Indonesia every curriculum also serves a textbook for English material on the school. Textbooks can be the worst media if the value of the textbook is not the same in Indonesian culture verbal or non-verbal. It will make students misunderstand the meaning of the textbook and also make them imitate the textbook content. For the analyzing the textbook author analyzes the culture on how the textbook content (animation, sentence, and also the meaning of each part of material) is based on Indonesian culture or not, because it affects to how students see or understand the content of the book, verbal or non-verbal. This analysis also prevents the students read some a bad material for their material learning, because it can make students is affected and imitate the content of the book. Convincing that the content of the textbook has many positive lessons than a negative lesson for students.

“Think Globally Act Locally” is one of the textbooks used on the curriculum 2013 it is created by the Indonesian government for the last class at the junior high school level, where the government wants to students recognize the international language they can use to communicate with civilians of another country. To get the data of the article re-reading the material several times to convince the material is worthy to deserve for students. this also avoids other negative things. the researcher also takes a sample of the book and compares the culture of the book with Indonesian culture hoping that the culture qualifies to show to students. The instrument of this mini-research is a textbook with the title “Think Globally Act Locally” This textbook is used by the last class of the junior high school, this book is from the 2013 curriculum of the Indonesian government. This book is still used at the school stay at 2013 curriculum, so this is the purpose of the analysis. The analysis of this book will be discussed as a suggestion for the government to give the best textbook based on Indonesian culture. To make the young generation understand what the real culture of Indonesia should be kept. The young generation is a pillar for some countries, they will be the next country's leader in the future, it is important to introduce them to the country's culture. This mini-research is analyzed based on the culture of Indonesia, this research analyzes the picture and also the content of the book because this research wants to make students in Indonesia know their culture well. textbook analysis is also a way for us to know the right book to be taught to students in Indonesia, because without knowing it sometimes outsiders will slip their culture into student books to introduce the culture.

RESULTS AND DISCUSSION

The finding of the analysis in the “Think Globally Act Locally” Textbook is good. In contrast, the textbook has the same culture as Indonesian culture, it talks about the biography of Indonesians, etc. Many Indonesian cultures have been mentioned in the lesson in each chapter. The researcher takes a sample of the book illustration as the finding to describe the culture in the textbook.



This is an example of the illustration in the textbook that contains the culture of Indonesia, at the illustration, there are many people with different backgrounds, ages, skin types, religions, etc. The illustration teaches that Indonesians should respect one another, no matter what the background of each person is. Another culture in the book is Cake and Tumpeng (Tumpeng is made of rice, has a unique yellow color, is made of turmeric, and is usually used to celebrate something in Indonesian culture). The book illustrates that students can use a cake to celebrate something, but they can use tumpeng as an Indonesian. This illustration also tells the title of the chapter “We have been to an orphan home. We went three last days” where from the title knowing that everyone needs to have empathy as a human.



Next, the other illustration tells about how the older advise the younger, this is the same as the culture in Indonesia. Indonesians teach how the younger respect the older, and the older loves the younger, so it does not make the younger the older get a gap between others respecting the older has become Indonesia's culture because Indonesians want to teach a good attitude to children. In this picture also has respect one others. The children respect the older with how the older dress because there is no gap between someone who wears the hijab, and the children did not use a hijab or veil. Respecting how people dress it is an attitude that should be applied in other country, because there are many case in other country still get racism because of how they dress up.



Another example of the illustration in the textbook is about “They are made in Indonesia”. From the title, it can be analyzed that this chapter will introduce what things that made in Indonesia. In this chapter, students learn and understand what things that come from Indonesia. Most of the content of the book introducing the traditional food from Indonesia and the ingredients of the traditional food. The content in Chapter VIII it can makes students also learn how to introduce and showing Indonesian traditional food to the other country. Promoting Indonesian traditional food to show the variety of Indonesian culture such as satay or usually called by “Sate” fish cake from Palembang usually called by “Pempek” and chips usually called by “Kerupuk”. Some of the other lessons in the book are about the traditional musical instrument “Angklung”, a traditional souvenir from Papua “Noken” and also a traditional umbrella from Tasikmalaya usually called by “Payung Geulis”. There are many Culture that showing in this chapter it will have much benefit for the students because they can be

introduced and start to aware and love about their own culture.



The last picture is showing about some meals from indonesia that are actually known by “Pisang goreng” in the picture, there is a local Indonesian meal, which food was introduced so that students know that Indonesia has a variety of typical meals. these are some of the way how to make students interested in knowing the typical meals that come from Indonesia. The example shown in the picture is *Pisang goreng kepok*, which is *Pisang goreng kepok*, which is pisang goreng originated from the Portuguese who ate it during the colonial period and was recreated by the Indonesians with the addition of flour, fried bananas have become a local snack that is known by many Indonesian. Fried banana is usually served in the morning as an appetizer, or it can be a dessert. Because the taste is so sweet, crispy, and soft from the banana.

Indonesian has many cultures with different From the samples of the picture in the book, the researcher knows that the book has a good culture to give to Indonesian students, which is important to make students learn how to apply Indonesian culture in their daily activities. Introducing a culture to the students is important it will teach them to understand how to grow with a moral (Sulistiyo et al., 2020). Based on the findings of this research the writer finds much positivity in the Indonesian culture that is deserved by students.

The textbook introduces the History of Indonesia

In this textbook, some chapters take the history of Indonesia, at the first chapter they introduce the independence of Indonesia which everyone should celebrate to remember how hard the struggle of the Indonesian hero. The textbook also give the competition that exists when Indonesians celebrate independence day, such as, Tug of war, Panjat Pinang, and etc. Where from the content, it is good for Indonesian students to know about their countries’s history

The textbook illustrates the attitude that exists in Indonesia

“Think Globally Act Locally” is one textbook that illustrates the attitude that has become a habit and culture of Indonesia. The example of the illustration is explained in the second picture in the finding, which has been explained before.

The textbook introduces how to love everything was made in Indonesia

In this textbook, there is a chapter that tells about everything made in Indonesia, but in this chapter focus on the traditional food from Indonesia. It can be an option for the feedback for the Writer or the publisher to introduce more thing was made in Indonesia such as Bag, Clothes, Dress, etc. Introducing things from Indonesia is very important because it makes the students aware that they should be proud and love Indonesian products.

The textbook has a good illustration on every page

Finding many good illustrations on every page is one of the ways to make students interested in the book, this textbook has good illustrations, where there is no SARA, Racism, Child abuse, and also bullying, this textbook has the same attitude as an Indonesian Culture so that the researcher agree to use this books on the school as the material of English learning.

CONCLUSION

To conclude where the finding was discussed on the Discussion part, the researcher conclude that “Think Globally, Act Locally” textbook is good textbook for Indonesian students. This book suits how Indonesian culture is, they have introduced a history of Indonesia, the local food of Indonesia, and also how Indonesian attitude is used. There is no Racism, SARA, harassment Words, or any bullying in this content. The book is suitable for Indonesian students. This research can be a suggestion or advice to make the newest version of the book, this book needs to introduce local brands from Indonesian such as Batik dress, and other products, it is because, in this digital era, many foreign cultures come to Indonesia and start to make children interested in following their culture, therefore the author wants this book to introduce some local Indonesian products.

There are four main points in the findings, this book is diverse Indonesian culture, Historical Awareness, cultural attitudes, Appreciation of local products, and Engaging illustration. From all the four main points is positive so that the textbook aligning with the educational goals. This study can be used as the study gap for another researchers that have a same method with different textbook.

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