

An analysis of the implementation of the Indonesian culture in English II class

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Abstract

As a multicultural country, Indonesia has many cultures that must be taught to its people, especially to university students through some university subjects. However, not all students understand well about their own culture, which becomes one of the main concerns of the lecturer and the students themselves. Therefore, the curriculum is then designed to enable students to learn about the culture aside from their courses. One of the lessons that also allows students to understand their own culture is English. In this study, the researcher chooses English II, the English lesson given to second-semester students. Students are encouraged to learn the language during the English class while also learning the Indonesian culture to know more about it and raise their awareness to preserve it. Some topics included Indonesian Literature, Wayang and Other Indonesian Art Performances, and some other issues that may be closely related to the Indonesian culture substances. The lesson problems were presented in some ways, including presentation, discussion, storytelling, and role-play. Therefore, this study aims to analyze how Indonesian culture is embedded in students' lesson materials. This study uses observation and documentation as to its data collection. Meanwhile, the study revealed some classroom activities and assignments that indicate the implementation of the Indonesian culture in English II Classes.

Keywords: *Analysis, Implementation, Indonesian, Culture, English II Class*

INTRODUCTION

In Sociolinguistics, culture and language are intertwined and inseparable. The culture can influence a speech in a particular region in that region. Therefore, language varieties are closely related to the diversities of ethnics, region, and society. In addition, culture is deemed as part of identity. People from different cultures will be recognized by the culture they bring, as asserted by Hofstede (2001, as cited in Minkov, 2013, p. 11), who defined culture as "the collective programming of the mind that distinguishes the members of one group or category of people from another." These differences can include regions, ethnicities, occupations, organizations, ages, and genders. The integration of art and culture education can play an important role in Indonesian development goals in the future (Widiyastuti, Rohidi, and Florentinus, 2018). Therefore, the curriculum given to them should be adjusted with this goal. In addition, the flow of globalization, English has been widely used in the world and taught in schools and colleges. As a country that positions English as a foreign language that is important to be taught, Indonesia is facing such a dilemma that the teaching of English and

schools and colleges may clash with the use and teaching of Indonesian language and culture (Suryani, Soedarso, Diani, and Rosmawati, 2020).

Culture may also influence the way people think. As stated by Meyerhoff (2006), culture also influences politeness. For example, South East Asian students address their teachers using mister, miss, or academic titles. It is different from Australian students who just call their teachers or lecturers by their first name. Some other cultures also get used to kissing hands to older people. When it comes to language, some cultures, for example, Javanese culture, have stratifications for languages, divided into some levels, depending on its level of politeness, they are krama (polite), madya (intermediate), and ngoko (casual). Wardhaugh (2015) also stated that in some cultures, the age groups have heavily influenced children and adults so that their way of speaking is also different. The integration of English language teaching and the local culture has been implemented in English Language Teaching (ELT). This is also supported by some findings that indicated local content could be integrated into ELT activities, one of which was uttered by Winarto (2018) that conducted a study that compare Indonesian and English folklore. His study revealed that there are similarities between Indonesian and English folklore that increase the possibility of the insertion of Indonesian folklore and culture into ELT activities. One of the Indonesian cultures that have been widely integrated into English language teaching is Javanese culture. Parangu, Ratih, and Prasetyaningrum (2020) implemented Javanese culture and art teaching in their English class. In their experiment, students were given some English texts about Javanese culture. The purpose of their study was to make the students still remember and recognize their local culture in this case Javanese, while still learning a foreign language. In addition, Renggana and Susilawati (2017) promoted students' reading comprehension using narratives containing Cirebon local content. From their study, it could be identified that the insertion of Cirebonese content in their reading materials could increase students' learning outcomes.

Teaching English to Speakers of other languages in some non-English speaking countries has offered an inevitable tie with culture. Cultural differences are indeed inseparable from language learning, including English. In English teaching and learning activities, Cross-Cultural Understanding is one of the ELT components. Cross-Cultural Understanding completes ELT and vice versa. Mukundan (2015) denoted that when teaching a language, a teacher or lecturer should understand the language's context. The immersion of culture into ELT can be done in ways as culture can be depicted in various forms. As stated by Brown (1995, as cited in Sunardi, 2019), culture has some elements. Some artifacts, stories, histories, myths, ceremonies, rites, heroes, symbols, beliefs, attitudes, rules, norms, and codes. To some countries whose culture is various, English is the second or even foreign language. One of the countries that recognizes English as a foreign language is Indonesia.

Indonesia is a country that has more than 1300 groups of ethnics. It also has more than 800 languages. Moreover, some of its languages have different dialects. Therefore, it can be

illustrated how diverse Indonesian languages and culture are. In Indonesia, English plays a significant role despite its position as a foreign language. As uttered by Rini (2014), in business, mastering English means someone has a higher prestige and more significant job opportunities. While in education, the massive spread of English courses in Indonesia for students is one example. Simatupang (1999, as cited in Lauder 2008) asserted that although English is not seen as the primary language in government, education, and courts in Indonesia, it is still considered the most important foreign language. English has also been stated as English an international language. Hence, English is still broadly taught in Indonesian schools and courses. Huda (2000, as cited in Lauder, 2008) also stated some factors that made English an international language. Some of them are linguistic features, the number of speakers, the number of areas or countries that use English as their language, and its role in some aspects such as politics, economics, health, science, culture, etc.

English teaching in Indonesia is a complex matter, as this country is multicultural with its culture, languages, dialects, and accents. This dramatically influences English teaching and learning activities. In addition, Indonesians have their national language, Bahasa Indonesia, and vocabulary. Consequently, Indonesians have thick accents when producing English sounds, or in Bahasa Indonesia, called "medok." This may hinder Indonesians from being native-like, especially when speaking English. Other than language, some kinds of culture may influence or even can be merged with language learning.

Even though Maulana (2020) denoted teaching English means teaching the culture where English is used as the language, he asserted that students would be easier to explain the learning materials in English if the materials contain local values. Therefore, it is reasonable, for example, when students can present and retell the story of their local folklores or story tales well, as they have already been familiar with the culture and story put in the materials. This study, thus, identifies and bridges the possibilities of the insertion of Indonesian culture in English teaching materials.

In addition, Parlindungan, Rifai, and Safriani (2018) have addressed the diversity of Indonesian culture and identity in English teaching materials. In their study, it was asserted that some English textbooks in Indonesia had been localized into Indonesian culture to learn English and understand their culture better at the same time. Their findings also reveal that learning English with the insertion of local culture may invest motivation to students to learn a language and local culture at the same time. It also aims to prevent students from overloaded foreign culture contents. In addition, it is stated that the existence of local culture in learning materials may enable students to be more aware of cultural things that will benefit them in understanding and practicing intercultural communication. Seftika, Janah, and Syaputri (2017) asserted that learning local culture while learning English can preserve the local culture and support this statement. Other than that, students are expected to be more tolerant and understanding of cultural diversity. This study, therefore, will discuss how Indonesian culture

content collaborates with ELT activities. The curriculum is modified so that cultural contents can be inserted into classroom activities.

In this study, the topics about culture, which are integrated with classroom learning activities, are Indonesian Literature, Wayang and Other Indonesian Art Performances, and some other issues that may be closely related to the Indonesian culture substances. These discussion topics are then followed by some assignments related closely to the problems, which will be explained in the next chapter of this paper. In this case, the subject was given to Legal Studies and Economic Management Department. The students of those departments and other departments in the university took English II or Advanced English in their second semester. During the first half of the semester, they had been given reading materials that discussed Indonesian culture.

In contrast, in the second semester, they provided materials about English for Specific Purposes, adjusted to their major, Law and Economic Management. In addition, various assignments accompanied the topic materials; commenting on drama wayang videos on YouTube, telling folklore, making storyboards adapted from Indonesian stories, and reviewing Indonesian movies that contain culture. Therefore, this study aims to find the answer "how is the Implementation of the Indonesian Culture in English II Class?"

METHOD

This study is descriptive qualitative research that used observation and documentation as to its data collection. As stated by Poedjiastutie (2020), there are some characteristics of a qualitative study. Two of them are regarding the data and the objectivity of the researcher. First, regarding the data, the data can be in words, pictures, or objects. Second, for the objectivity of the researcher. It was asserted that "an individual interpretation of events is important, e.g., uses participant observation, in-depth interviews, etc." (p.11). This claim of qualitative research becomes the characteristic of this study. This study employed pictures, words, and objects as part of its data analysis and findings while also interpreting the events during classroom activities. However, participant interviews were not used in this study.

The data were gathered from the activities and assignments in English II class. Five classes got the same materials about Indonesian culture from Economic Management and Legal Studies Department UPN Veteran Jawa Timur. First-year students in this university get English subjects in their first and second semesters. The first semester focused on grammar. Meanwhile, the curriculum in the second semester let the lecturer develop the materials adjusted with the major the students come from. In other words, it focused on English for Specific Purposes or ESP and still accompanied with the grammar content. In short, in the second semester, the materials given were structure and Indonesia-related teaching materials and topics, which are given from the beginning of the semester to the middle test, and English for Specific Purposes related contents, which are given after the middle test to the end of the

semester.

Documentation and observation were used as the techniques of data collection in this study. The documentation took part in this study as the researcher compiled and analyzed the teaching materials and assignments used in this study. While observation was also used, the researcher observed the class and students' responses for one semester during the materials are given in the second semester. The lecturer also asked students' opinions at random to support the findings in this study. There are some topics about Indonesian culture inserted in the subject, in the form of teaching materials and assignments, described in the next chapter.

RESULTS AND DISCUSSIONS

The contents about Indonesian culture in English II subject are divided into teaching materials and assignments that will be explained as follows:

1. Teaching materials

- a. Languages of Indonesia

In this topic, the students are given a topic about languages in Indonesia. The activities are divided into reading, speaking, listening, and writing. First, students read and understood the text "Languages of Indonesia." The reading text and the tasks were taken from the English for Language Learners Book. The reading text was about 600 words count, and the level of vocabulary is also adjusted with the students' vocabulary level. After reading the text, the students then answered the questions. The questions were divided into some types; WH questions, True-False questions, and fill-in-the-blanks. The last task was writing down two sentences in the students' mother language and translating them into English. Along with the discussion, the lecturer asked the students their experiences in using their mother languages as the students come from various provinces and regions in Indonesia, their mother languages must be different.

- b. The Future of Language and Diversity in Indonesia

This chapter asked students to discuss the future of their local language, mother language, and cultural diversity, which have been getting rare nowadays. There are so many problems that can be identified from the students' experiences, such as technology, the lack of teaching of local language and culture, and many more. In this session, the students were also asked their solutions to the issues. Before reading the text, the students were asked to watch a video about the diversity of dialects in Indonesia. Then, they were given some brainstorming questions related to the topic. There were some tasks assigned; WH questions, True-False questions, and fill-in-the-blank questions. The teaching materials were still taken from the English for Language Learners Book.



Figure 1. The video that the lecturer in this chapter gave to analyze the differences of dialects Indonesia has

c. Tourism in Indonesia

As part of Indonesian culture, tourism is also deemed essential to teach. This topic also follows current trends about tourism on social media, such as Instagram, Twitter, YouTube, and other social media platforms. First, the students were asked about their favorite tourism objects in Indonesia and why they like them. Then, they were asked to read the text about a phenomenon of social media function in promoting tourism objects in Indonesia. The text was taken from thejakartapost.com. It is different from the readers in the previous chapters, taken from the English for Language Learners Book.

In this chapter, the lecturer and the students were freer to explore the teaching materials. As the text was taken from the newspaper, the language style differed from the previous reading texts. However, the vocabulary level was still adjusted to students' vocabulary level to have no difficulties in understanding the text. Other than that, the phenomena discussed in the text are close to the realities around them, and they felt connected with the topic in the text. First, the lecturer and the students discussed the case; then, the students shared their opinions regarding the issues in the text.

The most exciting part is the task given to students. First, students were asked to share their stories on their IG about their most exciting experience or the most unforgettable moment when visiting a tourism object in Indonesia. Then, they had to share it on

their IG account. After that, the other students and the lecturer will check on their IG and comment if possible. Besides checking the suitability between their post and the topic, the lecturer also studied the structure of the sentences, whether or not the tenses were correctly used. In this meeting, before coming to do the task, the lecturer also recalled students' understanding of passive tense, which was then helpful in doing the task. The students were enthusiastic in this chapter as they loved recalling their experiences in their holidays.



Figures 2 and 3. Students' tasks about visiting a famous tourism object in Indonesia

d. Indonesian Literature

One of the main goals of English teaching and learning is to accustom students to reading. Therefore, this topic was given. This chapter introduced students to types and examples of Indonesian literature. The text was also taken from thejakartapost.com. The text was in the form of opinions from readers. One of the purposes is to familiarize students with different styles of reading texts. The students could also identify the purpose of the writer. After reading the text, there was a discussion with the lecturer, followed by some questions, one of which is preserving Indonesian literature. At the end of the lesson, the mid-test project was also

announced, which was making Story Boards that take stories from Indonesia (folklores, histories, or legends) as the stories in the storyboards.

e. Special Topic: Wayang Orang as an Indonesian Theatrical Performance

This chapter is called a special topic as this chapter was designed to be more compact and intense than the previous ones. In this chapter, the students were asked to understand and analyze wayang orang as part of Indonesian theatrical performance. The text was still taken from Jakarta. post. However, there were pictures in this chapter to get a better description of wayang orang. One of the objectives of this chapter is to introduce students to wayang orang as one kind of Indonesian traditional art performance which has already been rare nowadays. This chapter was also completed with a PowerPoint presentation and gave students a video about wayang orang to understand the topic more clearly. As usual, there were also some questions to discuss in this chapter.

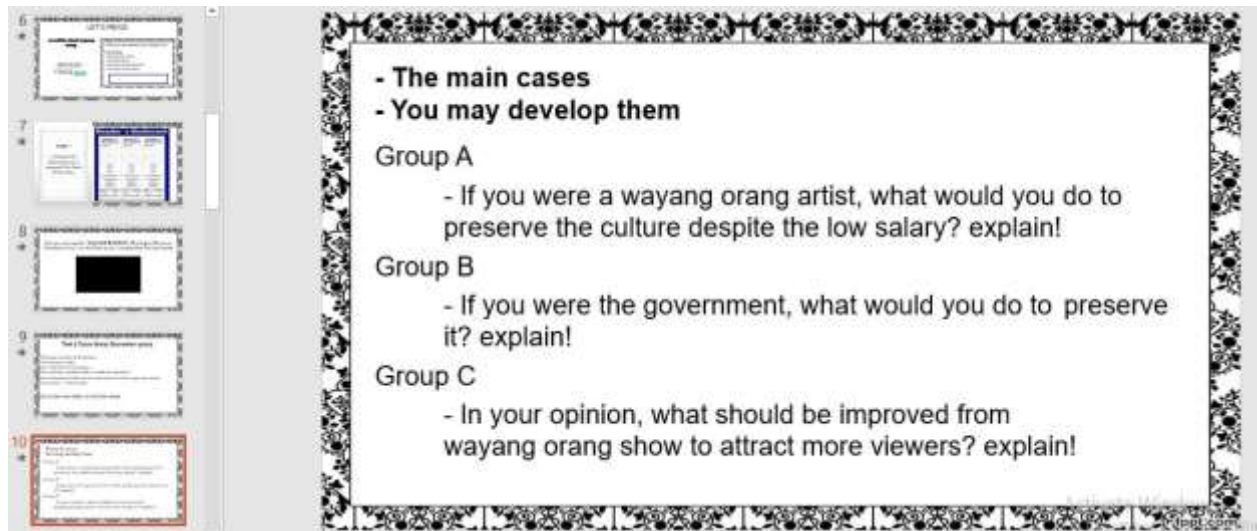


Figure 4. An example of a study case about wayang as part of Indonesian traditional art performance

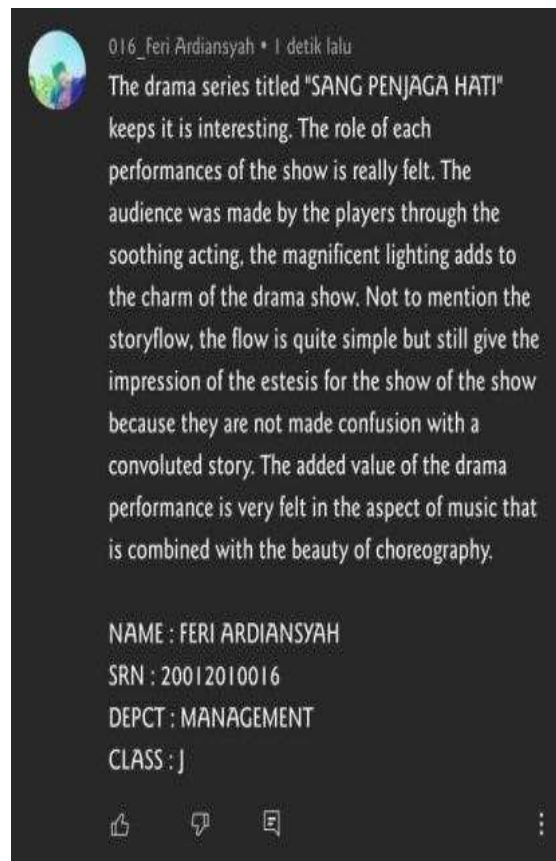
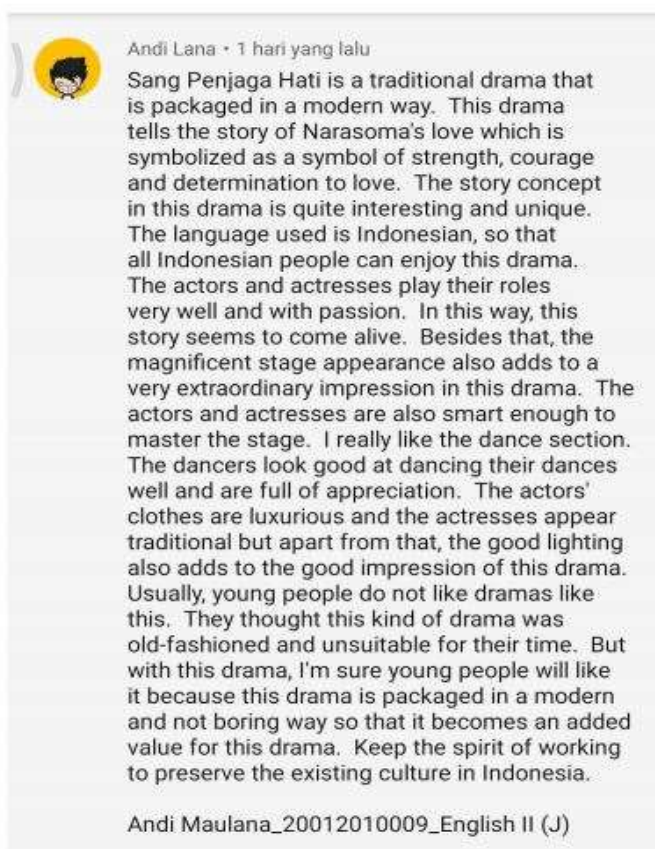
Other than contents or teaching materials, several assignments are given to the students that emphasize strengthening cultural contents in students' learning materials.

2. Assignments

a. Writing comments on Swargaloka's YouTube Video (*Drayang the Series – Sang Penjaga Hati*)

The students wrote comments on Swargaloka's Drama Wayang. Swargaloka is an art

foundation and school in Jakarta. This school was focused on preserving Indonesian traditional arts. One of them is wayang. They modified Wayang orang to be more modern and later was called drama wayang. There were so many drama wayangs produced by this school and uploaded on their YouTube channel. However, the lecturer only chose two videos of drama wayang, Larasati, and Sang Penjaga Hati, and let them choose one of them. The students then commented on the video they decided, more or less 150 words. The students had to take screenshots of their comments and send them to the captain of the class. The captain had to compile and submit the comments in a word file. Then, the file had to be submitted to the lecturer's email. The comments must be in English.



Figures 5 and 6. Students' comments on Swargaloka's drama wayang

b. Story Telling

As mentioned above, students were given the assignment to tell a story about

Indonesian folk tales, legends, myths, and fairytales. The story could be modified, and the students had to pay attention to some criteria in the assessment; accuracy, fluency, pronunciation, vocabulary, and grammar. They should also pay attention to gestures, body language, and expressions. From the assessment result, it could be noted that most students could tell the story well. Some of them, however, were still lack of expressions and gestures and needed to practice more. Here, the students were also free to express their minds. They could wear traditional costumes, put some animations, and edit their videos. The challenges that they encountered were the translation of some terms they found in Indonesian stories. Sometimes, the terms cannot be translated into English, as the word only exists in Bahasa Indonesia. In addition, the use of various tenses that refers to one thing or object in Bahasa Indonesia cannot be applied in English. Overall, the students were enthusiastic about telling Indonesian stories in English, as they seldom or even never got this assignment in their previous English classes.



Figure 7. Students' storytelling, which also became one of their assignments

c. Magazine

In the magazine assignment, the students were asked to make a magazine. They were divided into some groups. One group consisted of 4-5 students. The students were given some topic options such as Indonesian culture and tourism as the themes of their magazine. The magazine consisted of not less than five articles. To ensure that the students made the magazine based on the instruction, the students needed to

consult the title and theme of the magazine with the lecturer. The students were so creative in the making and designed the magazine. They put some illustrations and Indonesian-themed pictures in the magazine. Students also put various rubrics in the magazine to have many options, which information or rubrics they wanted to read. They also wrote the articles for the magazine.



Figure 8. An example students' magazine about culture

d. Story Board

This assignment required the students to make a storyboard based on imaginary stories. The story must be fictional. It can be fantasy or fanfiction, and one group consisted of 4-5 members. The students needed to put pictures or illustrations to complete it. In addition, the students had to make the storyboard in the form of a PPT. In this assignment, students were also required to be creative. They could adapt the existing stories, but they had to modify them. The students were also free to wear traditional customs to make the ambiance more traditional and authentic. This assignment was also made for the students' middle test of that semester.



Figures 9 and 10. Students' storyboards whose stories are modified from local folklores

e. Movie Review

In the movie review, the students were required to choose one Indonesian movie that they like. The film must contain Indonesian culture. The study must be around 3-5 minutes and uploaded on the students' YouTube channel. Then, the lecturer marked the review and commented on their uploaded videos. The students were required to be creative in reviewing the movie. And before they examine the film, the movie

should be consulted first to the lecturer whether it is appropriate or not. This assignment is also for their final project.



Muhammad Nur Salim_Management Class K_032_Merah Putih Review

Figure 11. An example of an Indonesian film review by students

From the results, it can be identified that there are some insertions of Indonesian culture in ELT activities in English II subject at UPN Veteran Jawa Timur given to 2nd-semester students. The insertion was in the form of teaching materials and assignments. The students were given materials about Indonesian culture until the middle test, and after the middle difficulty, they were given topics related to their objects of study fields. The responses from the students were excellent. They were actively involved in classroom discussions and presentations. From the observation, the students were also more active than the previous semester, where they were only given grammar lessons. Most students admitted that the topics, activities, tasks, and assignments are more interesting to follow.

In addition, they could know Indonesian culture better than before. Before joining the class, they were not familiar with traditional Indonesian cultures such as wayang and dances. However, after entering the course, they could know and understand Indonesian culture better. In addition, the lecturer tried to cover all four English skills in the assignments given. For example, a magazine assignment is intended for reading and writing skills, while a

storytelling assignment is for speaking and listening skills. The lecturer also put feedback on their projects. As a result, the students returned to know what they had to improve and fix during the lesson.

To make the students attached to the activity, the lecturer used social media to close to them for the action. For example, they used Instagram and YouTube to post their experience when visiting a tourism object and telling the movie review and folklores. All students had Instagram and YouTube accounts, so they had no difficulties using them, as they usually access them. Moreover, their friends could freely comment on their Instagram posts and YouTube videos to exchange their thoughts and opinions about the topics at that time.

CONCLUSION

This study revealed that the implementation of the Indonesian culture in English II learning and teaching materials could be apparent in some chapters both in teaching materials and assignments in that semester. The responses from the students were quite positive. The students were actively involved in learning and teaching activity in that semester. Indonesian-related content was also given as part of their projects in the middle and final semesters. Students were creative in designing their work. They were free to explore as long as it follows the purpose and target of teaching and learning activities. The students admitted that they could understand the Indonesian culture better through the materials and topics given in that semester. They also experienced new things studying English using local context and terms, for example, when they made storyboards in English adapted from local folklores. They mixed the local values, norms, and characters with the use of English. This was something new that they have not encountered in their previous English classes. The students are expected to know Indonesian culture better in a broader scope and introduce it to the international range. For future research, it was expected that a similar study would be conducted, and more teaching and learning materials can be created for the development of local contexts and culture in English teaching and learning.

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