INTERCULTURAL ASPECTS WITHIN BSE FOR SENIOR HIGH SCHOOL

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Abstract
Intercultural is an established and built relationship among different ethnics groups that occurs dynamically (Davchef & Leshkovska, 2013). Interculture is needed in many aspects, for example communication and education. In this paper, the focus is in education term since intercultural education is one of many aspects that needs to be implemented by teachers at school. Students need to know the information about culture because they will meet other cultures while studying, especially studying language and teachers will lead them to learn how to deal with such differences. The teacher can transfer the intercultural education through BSE (Buku Sekolah Elektronik). The study is conducted to investigate the representation of culture-related contents in BSE English textbooks from intercultural perspectives. A content analysis of these textbooks was conducted, using three broad aspects of culture, the ‘cultural dimensions’, ‘cultural categories’, and ‘cultural themes’, as the evaluation framework. The design for this research will be qualitative. Also, we are going to interview some teachers to know their opinions about the books and the importance of intercultural aspects for students of High School. So, by looking at the content of BSE and the opinions of the teachers, it can be concluded that BSE for Senior High School should contain intercultural aspects in order to introduce students with the understanding about the diversity of the culture.

Keywords: Intercultural, BSE, Students of High School

Introduction
We cannot deny that we live side by side with people from varied ethnic groups or we call it Interculture. Intercultural is an established and built relationship among different ethnics groups that occurs dynamically (Davchef & Leshkovska, 2013). Thus, we build relationship with them. In this case, language plays an important role, especially English. That is why, English is taught to students in many countries from the early level. Students who learn English need to be exposed by a variety of cultures of English-speaking countries in order to develop their Intercultural education and understanding towards the diversified culture. Moreover, Intercultural content is one of the contents that needs to be taught since it is considered as the basic knowledge in learning a language. Recently, cultural content is rare to find in the textbook whereas it is important for the students since it eases the teacher in shaping the way learners view other cultures (Kim & Paek, 2015).

Thus, intercultural education is aimed at improving students’ communicative competence in culture. One way that teachers or school institution could do to introduce Intercultural Education to students is through the use of Coursebooks for students. Grant (1987) mentioned that coursebooks try to solve the problem by creating opportunities for learners to use the target language in the classroom, as a sort of “halfway house” before using it in real life. One of the coursebooks that has been used by many school institution in Indonesia is BSE or Buku Sekolah Elektronik which is written...
and published by Indonesia Ministry of Education and Culture. We will use three broad aspects of culture proposed by (Moran, 2001) the ‘cultural dimension’, (Chao, 2011) ‘cultural categories’, and ‘cultural themes’, as the evaluation guideline. More specifically, the cultural dimension are included five factors (i.e., culture as products, practices, perspective, communities, and persons). Additionally, the cultural categories (o.e., source culture (SC), target culture (TC), international culture (IC), intercultural interaction (ICI) and universality across culture (UC). Moreover, culture themes, the way the objective culture (products’ and practices) are incorporated into textbook are examined.

**Methodology**

The research involved analyzing 3 aspects, such as Cultural dimensions, Cultural Categories, and Cultural theme. This study analyzed the content of English BSE for Senior High School in terms of Intercultural Aspects and the result of interview with some English teachers in MAN 3 Malang towards their opinion about the importance of Intercultural Aspects within English BSEs for Senior High School. The study was limited on observing English BSE Grade X. The study involved qualitative research methods. The purpose of the study was to examine whether or not Intercultural aspects were explicitly or implicitly presented in English BSE for Senior High School and to know about the teachers’ opinion towards intercultural aspects within English BSE for Grade X. The analysis was done analyzing the illustrations and reading passages in each chapter.

**Finding and Discussion**

**Cultural Dimensions**

**Places**

Building plays important role in culture identity. Different cultures have different type of buildings. Thus, the representation of Building in coursebook have a great impact in improving students’ cultural awareness, since Buildings are considered as cultural heritage (Franchi, 2017). In terms of this coursebook, there are Taj Mahal, Niagara Falls, Mad of the Mist Boa Tour, Niagara Adventure Theatre, Niagara Science Museum, Niagara’s Wax Museum of History, Rainbow Air Tours, Singapore Indoor Stadium which represent various culture from all over countries.

**Cities**

Cities can be assumed as a place for any innovative thing in these urban times. In developing an urban, networking and sharing knowledge are the things that need to walk in balance and they have important roles. (Banerjee, Dool, Eerd, & Ruijsink, 2011). From the explanation, cities hold a crucial role in this urban world. In terms of this coursebook, there are Minnesota, Kuala Lumpur, Canada, Aachen, Oberforstbach, and Hamburg.

**Institutions**

**Beliefs**

Every ethnic group/country has its own beliefs. Beliefs defined as a mental attitude or state of mind which person thinks something to be case, with or without empirical evidence to prove that the case is true. In the case of English BSE for grade 10, it is found that the coursebook provides an example of Japanese people belief.

**Politics**

The terms politics in this coursebook is presented in the form of flag. Graeff (2017) stated that flags a show that we belong to a community, organisation or nation and that we share beliefs, goals, rules and regulations. In addition, it teaches students to understand and appreciate history since flags might portray particular country’s history.

**Practices**

**Lives**
Practices in this case are patterns of social interactions, behaviors. Practices involve the use of products. They represent the knowledge of “what to do when and where” and how to interact within a particular culture. Thus, it helps us how to behave if we perhaps travel to other countries which obviously have different culture with us. In terms of this coursebook, it is found that bullying still exist among societies from many cultures.

Communities
Customs
Sonnenberg (2015) said that traditions defined as our past, shapes who we are today and who we are likely to become. In this English BSE for grade X, it is found that the illustration of certain chapter represents Western tradition which is having party.

Persons
Cultural aspects, persons are considered to be important since they represent the different cultures of particular countries. In this English BSE for grade X, it is found that there are some well known persons, such as ‘Siti Nurhaliza’ which represents the culture of Malaysia and JK. Rowling which represents the culture of England.

Cultural Categories
Source Culture (SC)
The Source Culture in this book is analyzed from the passages and the pictures provided. Since the book that is being analyzed is Indonesian textbook, so the source culture is Indonesian culture. The result of the analysis showed that in this BSE includes Indonesian culture. Most of the passages and the figures are talking about Indonesia, such as B.J. Habibie, Cut Nyak Dien, and Malin Kundang. These three aspects are considered as the supporting aspect in the source target. In other words, this book was published to support students in learning English together with understanding their own culture.

Target Culture (TC)
Target Culture in this context is English-speaking country since the subject of this book is English. The country that we got from the book is USA. This kind of text is helpful for the students to gain deeper knowledge about English speaking country.

International Culture (IC)
The next aspect is International culture (IC) existed in the book. The way we looked at international culture was actually the same as in Target culture. What makes it different is in International culture, the focus is not only on the English speaking countries, but in any countries that are being mentioned in the book. The countries which is mentioned in the book are German, Netherland, India, and Japan. These countries can support students in broadening their understanding about other non-english speaking countries.

Intercultural Interaction
Intercultural Interaction (ICI) in this coursebook is under-represented since the contents do not discuss about Intercultural Interaction and Universality Culture.

Universality Culture (UC)
In Universality Culture, there are illustrations which have no specific information about which culture that the illustrations belong to. It is aimed to train students’ critical thinking.

The source culture materials were quite well distributed over the three other cultural categories (TC, IC, and UC), but materials which talk about ICI was under-represented in all chapters of English BSE for grade ten. Yet, we believe that Intercultural Interaction (ICI) should be presented in BSE to help students appreciate their own culture. Finally, we found that the source culture (SC) is represented the most in the coursebook related in the form of illustration, passages, buildings, etc.

Cultural Themes
Two different aspects of cultural themes can be described as Big C and Little c (Brody, 2003). Big C represents the formal aspects of culture, such as a set of facts and statistics relating to the arts, history, geography, business, education, festivals and customs of a target speech society. On the other hand, ‘little c’ represents aspects of life, comprised of a way of life. In this part we also examined the differences among three cultural categories (i.e., SC, TC, and IC) in representing objective culture in English BSE for grade ten. The findings showed that the patterns of the representation of Big c and small c differed across three cultural categories, as shown in table.

<table>
<thead>
<tr>
<th>Cultural Categories</th>
<th>Big C</th>
<th>Small c</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source culture (SC)</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Target culture (TC)</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>International culture (IC)</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Regarding the result presented on the table above, it revealed that the content related to the SC (Indonesian culture) was most frequently presented in the English BSE for grade ten, as compared with two others cultural categories. In addition, when it comes to the pattern of Big C and little c, the English BSE for grade ten has more materials on ‘Big C’ than on little c.

This finding indicates that the content on Indonesian culture tends to put more value on the cultural products such as arts, geography, business, history, and custom. The representation of Indonesian culture showed an obvious imbalance since English BSE for grade ten has relatively less content on little c which was connects with culture.

The teachers believe that a coursebook should provide students with Intercultural context. It is aimed to help students in building their cultural awareness.

Conclusions
Intercultural is the relationship which happens across different society or ethnic. The analysis of BSE for grade 10 in this research is focused on that intercultural aspect provided in the book. The deeper analysis was based on three main aspects. They are cultural dimensions, cultural categories, and cultural themes. In cultural dimensions, there are several things that can be analyzed, such as products, practices, communities, perspectives, and persons. Then, in cultural categories, the analysis is about the source culture, target culture, international culture, intercultural culture, and universality across culture. Then, in cultural themes, the focus is in little C and big C. From the result of the analysis, most represented content in cultural dimension is persons. In the book, there are nine persons mentioned which represent various countries (31%). Then, in source culture, Target culture, International culture, and Universality culture become the mostly seen comparing to others (54%). Furthermore, big C is more dominant, based on the source culture, rather than little C (87%). After analyzing the book, there are opinions of the teachers regarding to the content of BSE. The teachers believe that Intercultural aspects need to be taught to the students through BSE.
Reference


