

Volume: 10
Nomor : 2
Bulan : Mei
Tahun : 2024

E-ISSN: 2656-940X
P-ISSN: 2442-367X
URL: jurnal.ideaspublishing.co.id



Student Experience with Local Culture Textbook in Learning Indonesian Language for Foreigner

Sofi Yunianti

Idhoofiyatul Fatin

Ali Nuke Affandy

Universitas Muhammadiyah Surabaya

Rika Istianingrum

Universitas Balikpapan

Pos-el: idhofatin.pbsi@fkip.um-surabaya.ac.id

DOI: [10.32884/ideas.v10i2.1736](https://doi.org/10.32884/ideas.v10i2.1736)

Abstract

Learning language is automatically learning the culture. However, there is limited book in learning Indonesia language which is discussed about culture. This article purpose is to find out what was the attitude of students towards the textbooks adopted. Hence, it is examined by using qualitative since this study analyzed the phenomena which occurred in Indonesian Language Learning for Foreigner class (BIPA). The Subject of the study is BIPA students which consists of 6 foreigner students. The data is taken from the questionnaire and analyzed based on the student's opinion. The result presents the students opinion towards the textbooks is excellent.

Keywords

Local culture, textbook analysis, BIPA

Abstrak

Belajar bahasa secara otomatis mempelajari budaya. Namun, buku pembelajaran bahasa Indonesia yang membahas tentang kebudayaan masih terbatas. Tujuan artikel ini adalah untuk mengetahui bagaimana sikap siswa terhadap buku teks yang diadopsi. Oleh karena itu, penelitian ini menggunakan metode kualitatif karena penelitian ini menganalisis fenomena yang terjadi pada kelas Pembelajaran Bahasa Indonesia untuk Orang Asing (BIPA). Subjek penelitian adalah mahasiswa BIPA yang berjumlah 6 orang mahasiswa asing. Data diambil dari angket dan dianalisis berdasarkan pendapat siswa. Hasilnya menunjukkan pendapat siswa terhadap buku teks sangat baik.

Kata Kunci

Budaya lokal, analisis buku teks, BIPA

Introduction

Learning outcomes focus on the end and purpose of the learning material (Rao, 2020). Creating learning material is complicated because making adjustment to student's condition and the curriculum. Therefore, designing learning content demonstrates potential benefits and challenges and using media is essential in teaching and learning process (Ribosa & Duran, 2022). Moreover, valid learning media is needed to implement the curriculum (Zhuhuri et al., 2023). Choosing and creating learning content are several strategies to accomplish learning objectives. It can be lecturer and presentation, interactive discussion, hands-on activities, problem-solving exercises, collaborative learning, self-directed learning, technology



integration, formative assessment, method, and textbooks. Textbooks are essential educational materials that are used by both teachers and students (Haulle & Kabelege, 2021).

Considering the essential role of textbook, an excellent textbook can be a useful instrument for accomplishing learning objectives. A well-designed textbook can support efficient learning. It can be real-world examples and local culture, especially for foreign language learning. Authentic material can enhance language and socio cultural proficiency (Khouni & Boudjelal, 2019). Moreover, teaching materials needs to develop based on multicultural context (Hasanah et al., 2021). Therefore, this study focuses on the textbook which contains local cultural.

With regard to textbook based on local culture, this study analyze is interested in analyzing Surabaya local culture in learning Indonesia language for foreigner textbook. Several research regarding textbooks have been conducted, such as, analyzing the leaner knowledge and vocabulary size in textbook (Guo & Yao, 2021; Sun & Dang, 2020). Moreover, two articles analyze the content of textbook and the need analysis of textbook which is needed in Third-Grade High School English Textbook (Baig et al., 2021). In addition, an article observed how systemic textbook influence global perspectives on non-Western societies such as in African nations (Odebiyi & Sunal, 2020). There is also a research which examined how the moral value provide in English language textbook (Puspitasari et al., 2021). Not only the moral value but also how culture representation has function for textbook to be more communicative and contextualized (Vitta, 2021). In contrast, some articles investigate anti- textbook argument reveals how crucial role the function of textbook and how it is still related in nowadays teaching and learning process (Utami et al., 2020).

Based on the several previous studies above, there is no specific article analyze about local culture, especially Surabaya local culture. Moreover, most of the textbooks are English for foreign languages and there is no research for textbook in learning Indonesian language for foreigners. This article novelty is Surabaya local culture and textbook in learning Indonesian language for foreigners. Therefore, this article contributes in composing the book based on the nature. Thus, this article tries to find out what was the attitude of students towards the textbooks adopted.

Method

We examined the article by using qualitative since this study analyzed the phenomena which occurred in Indonesian Language Learning for Foreigner class (BIPA) (Shkedi, 2019; Stevens, 2023; Thomas & Robin, 2020). The Subject of the study is BIPA students. The student consists of 5 Thailand students, 1 Sudan student and 1 Palestine Student. The data is taken from the student opinion regarding their experience of using the book. The data is collected based on the questionnaire. Then, the data categorized and analyzed based on their opinion regarding the use of the book.

Result and Discussion

The research aims to determine students' responses to books developed using a genre-based approach with the main theme of Surabaya culture. The cultural theme of Surabaya is realized through the content of reading texts names of characters, locations, pictures clothing and food which

are the characteristics of Surabaya. The following is the appearances of the book and students' responses to using the book

Result

Book Appearance

Textbooks are developed using a genre-based approach with 4 main steps, namely building knowledge of the text, modeling of the text, joint construction of the text, and independent construction of the text. The following is the illustration of each step in the textbook which is being developed.

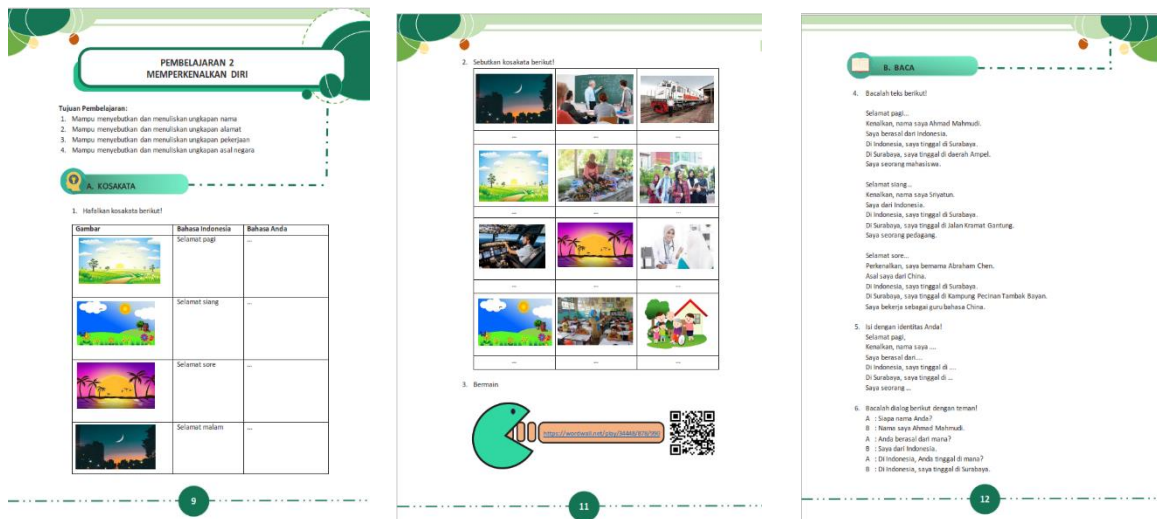


Figure 1. Building Knowledge of The Text

The step of building knowledge of text is realized through “vocabulary” in the form of pictures. Therefore, students can know the vocabulary that will appear in the text. The selection of images is based on ease of perception of the meaning and ease of explanation to students especially students who cannot speak Indonesian or English. After knowing and memorizing the vocabulary is given students are invited to play vocabulary games to improve their abilities towards the vocabulary they have acquired. Next students are given a text related to material which is equipped with simple questions related to the content of the text through “read” activity.

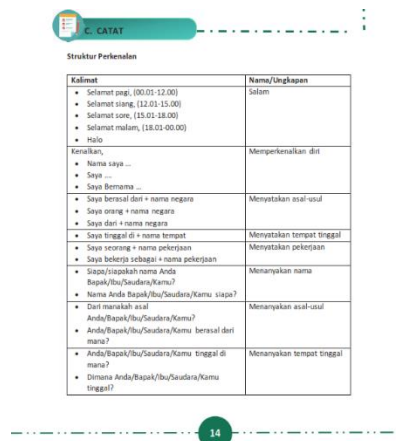


Figure 2. Modelling of The Text

The second step is modelling of the text. This step is realized in the form of “note”. in this activity, students are invited to look at the structure of the text and linguistic rules of the text. In this way, students will more easily identify texts and organize texts according to the structure rules, and characteristics of certain texts.

D. LATIHAN BERSAMA

4. Baca percakapan berikut bersama teman Anda!

Agus : Halo...perkenalkan, nama saya Agus, nama kamu siapa?
 Sobeha : Halo...nama saya Sobeha.
 Agus : Kalau nama kamu siapa?
 Cedrix : Halo...nama saya Cedrix.
 Agus : Saya dari Indonesia. Sobeha dan Cedrix berasal dari mana?
 Sobeha : Saya berasal dari Thailand.
 Cedrix : Saya dari Filipina.
 Agus : Di Indonesia, Sobeha dan Cedrix tinggal di mana?
 Sobeha : Di Indonesia, saya tinggal di Surabaya.
 Agus : Di Surabaya? Wow...saya juga tinggal di Surabaya. Di Surabaya, Sobeha tinggal di mana?
 Sobeha : Di Surabaya, saya tinggal di rumah teman, di daerah Darmo. Kalau kamu?
 Agus : Di Surabaya, saya tinggal di daerah Kepudih. Kalau Cedrix tinggal di mana?
 Cedrix : Di Surabaya saya tinggal di apartemen Gunawangsa.
 Agus : Apa pekerjaan Cedrix?
 Cedrix : Saya seorang pilot, kalau Agus?
 Agus : Saya masinis, kalau Sobeha?
 Sobeha : Saya seorang dosen.

5. Jawablah pertanyaan berikut berdasarkan teks yang Anda praktikkan bersama teman!

- 1) Siapa yang berasal dari Indonesia?
- 2) Siapa yang berasal dari Thailand?
- 3) Siapa yang berasal Filipina?
- 4) Di mana Agus tinggal di Surabaya?

5) Di Indonesia, Sobeha tinggal di mana?
 6) Cedrix tinggal di mana di Indonesia?
 7) Siapa yang tinggal di rumah teman di Surabaya?
 8) Apa pekerjaan Agus?
 9) Apa pekerjaan Sobeha?
 10) Apa pekerjaan Cedrix?

6. Lengkapi titik-titik berikut berdasarkan teks!

- 1) Agus orang Agus tinggal di Agus bekerja sebagai
- 2) Cedrix berasal dari Di Indonesia, apartemen Gunawangsa. Cedrix seorang
- 3) Sobeha orang Sobeha seorang Di Indonesia, Sobeha

Figure 3. Joint construction of the text

The third step is joint construction of the text. At this stage, students are asked to work in groups to take turns reading and answering questions based on the text together. After that students were also asked to compose loose texts together.

E. LATIHAN MANDIRI

3. Baca teks berikut!

Perkenalkan, nama saya Haneul. Saya berasal dari Korea. Di Indonesia, saya tinggal di Surabaya. Di Surabaya saya tinggal di daerah Mulyorejo. Saya seorang mahasiswa di Universitas Muhammadiyah Surabaya.

4. Jawablah pertanyaan berikut berdasarkan teks!

- a. Siapakah Haneul?
- b. Di mana Haneul tinggal di Indonesia?
- c. Dari manakah Haneul berasal?
- d. Di manakah Haneul tinggal di Surabaya?

e. Haneul mahasiswa di mana?

5. Tulislah paragraf tentang identitas Anda!

6. Perbaikilah paragraf tentang identitas Anda berdasarkan masukan guru Anda!

Figure 4. Independent Construction of The Text

The final step is independent construction of the text. At this stage, students are asked to read independently, answer questions independently, and write also revise independently.

BIPA Students’ Response

After using the book in learning activities, students are given a questionnaire regarding the use of the book. Following are the results of the student questionnaire.



Table 1

The student's Response to The Book Text *Jelajah Indonesia Jelajah Surabaya*

No.	Aspek Penilaian	Jumlah Respons Mahasiswa			
		Best	Good	Average	Bad
1.	Material and text	5	2	-	-
2.	Book layout	6	1	-	-
3.	Book assessment	4	3		

Based on the table, it can be seen that there were five students who answered best and two students answered good in the material and technology aspect six students answered best and 1 student answered good in the book layout aspect 4 students answered best and 3 students answered good in the book assessment aspect.

Discussion

Students Respond in Book Material and Text

Based on the chart above, the students mostly have the best experience on the text and material. 5 out of 7 students have opinion that the book has good reading material because it discusses about local culture in Surabaya. The text books which is discussed the local cultural, are able to assist in understanding the culture and the language (Khouni & Boudjelal, 2019). Therefore, they do not only comprehend the language but also the culture. Moreover, they can make adjustment in Surabaya community easily

Because the book also provides the vocabulary lesson accompanied with picture, it means that picture can illustrate the context. The book material which provide vocabulary understanding with picture is in the first session. Therefore, it assists the students better because student comprehend the vocabulary first, before read the text and write. Moreover, they can understand the vocabulary or thing which do not exist in their country, for example, name of food or transportation.


Gambar	Bahasa Indonesia	Bahasa Anda
	Pahit	...

Figure 5. Vocabulary Building

Based on the picture above, it illustrates the picture of vegetable which probably do not exist in the student's country. Therefore, it is better to illustrate it in a picture and the students can elaborate more in the colour and taste. Thus, this activity as the first session material in building the vocabulary which bring advantage in understanding the reading text and writing assignment.

Students Respond in Book Lay Out

Based on the chart above, the students mostly have the opinion regarding the book lay out. 6 out of 7 students have opinion that the book lay out is significantly advanced. They have opinion that the book is in good lay out because it served vocabulary first. Thus, they can understand

the reading material because it is put after the vocabulary. Moreover, in vocabulary, there is space for the students first language.

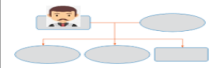
Gambar	Bahasa Indonesia	Bahasa Anda
	Ayah	...
	Ibu	...
	Orang tua	...

Figure 6. Vocabulary Building

The above example is reflected translanguaging which is essential for learning foreign language. Students understand better through their first language. Therefore, the lay out which put the vocabulary building in the first section is appropriate since it is as the device for understanding the reading text. It can be concluded that the devices for building the vocabulary comprehension are in pictures and first language.

Students Respond in Book Assessment

Based on the chart above, the students mostly have the best opinion regarding the assessment. 4 out of 3 students have opinion that the assessment is significantly advanced. They have opinion that the has good assessment because the assessment is related to reading material and followed by writing assessment. Therefore, they can understand better. The session of the book is assessing the vocabulary first, then the next session is not long reading text but it put the short dialog first.

- Isi dengan identitas Anda!
 Selamat pagi,
 Kenalkan, nama saya
 Saya berasal dari....
 Di Indonesia, saya tinggal di
 Di Surabaya, saya tinggal di ...
 Saya seorang ..

Figure 7. Reading Assignment

It can be seen in the reading assignment; students fill the blank in order to complete the sentence. Then, the textbook provides another reading text which is longer and more complicated.

- Baca percakapan berikut bersama teman Anda!
 Agus : Halo... perkenalkan, nama saya Agus, nama kamu siapa?
 Sobeeha : Halo... nama saya Sobeeha.
 Agus : Kalau nama kamu siapa?
 Cedrix : Halo... nama saya Cedrix.
 Agus : Saya dari Indonesia. Sobeeha dan Cedrix berasal dari mana?
 Sobeeha : Saya berasal dari Thailand.
 Cedrix : Saya dari Filipina.
 Agus : Di Indonesia, Sobeeha dan Cedrix tinggal di mana?
 Sobeeha : Di Indonesia, saya tinggal di Surabaya.
 Agus : Di Surabaya? Wow... saya juga tinggal di Surabaya. Di Surabaya, Sobeeha tinggal di mana?
 Sobeeha : Di Surabaya, saya tinggal di rumah teman, di daerah Darmo. Kalau kamu?
 Agus : Di Surabaya, saya tinggal di daerah Keputh. Kalau Cedrix tinggal di mana?
 Cedrix : Di Surabaya saya tinggal di apartemen Gunawangsa.
 Agus : Apa pekerjaan Cedrix?
 Cedrix : Saya seorang pilot, kalau Agus?
 Agus : Saya mahasiswa, kalau Sobeeha?
 Sobeeha : Saya seorang dosen.
- Jawablah pertanyaan berikut berdasarkan teks yang Anda praktikkan bersama teman!
 1) Siapa yang berasal dari Indonesia?
- 2) Siapa yang berasal dari Thailand?
- 3) Siapa yang berasal Filipina?
- 4) Di mana Agus tinggal di Surabaya?

Figure 8. Reading Assignment



This step has a purpose for building students understanding about the text and the context. As in the text, reflects the condition of citizen who live in Surabaya, such as several ethnics who live in Surabaya. Moreover, the latest part is writing because in writing assessment, students need comprehend in vocabulary and composing the word into sentence. Therefore, students feel that the assignment is in good range due to the preparation stage from vocabulary building to writing assessment.

Based on the chart and discussion above, the students mostly have the best opinion regarding book material and text, book lay out, and book assessment. It means that the book which discussed local cultural is impactful in understanding and enhancing language proficiency. It is also appropriate for understanding about local culture since local culture is important in learning language (Hasanah et al., 2021; Khouni & Boudjelal, 2019). Therefore, the content of the book needs depth consideration because it is not only about the content but also the surrounding context. Moreover, it is also reflected that book is essential in teaching and learning process.

Conclusion

In conclusion, the attitude of students towards the textbooks is very good because mostly the students have opinion that the book is in advance for material. In book material, the students can comprehend the local culture of Surabaya. moreover, the book layout is very good because the students can understand better in vocabulary which is served in first part pf the book. The book assessment is also very good because it is related to reading material and also after the reading material, there is writing assessment.

References

- Baig, S., Javed, F., Siddiquah, A., & Khanam, A. (2021). A Content Analysis of English Textbook of Punjab Textbook Board of Grade 8 in Pakistan. *SAGE Open*, 11(2). <https://doi.org/10.1177/21582440211023159>
- Guo, N. S., & Yao, Y. (2021). Language Demands of Textbooks for Learning English in Hong Kong: A Multi-Stratal Analysis. *Linguistics and Education*, 63, 100934. <https://doi.org/10.1016/j.linged.2021.100934>
- Hasanah, U., Marini, A., & Maksum, A. (2021). Multicultural Education-Oriented Digital Teaching Materials to Improve Students' Pluralist Attitudes. *Jurnal Prima Edukasia*, 9(1), 118–126. <https://doi.org/10.21831/jpe.v9i1.35503>
- Haulle, E., & Kabelege, E. (2021). Relevance and Quality of Textbooks Used in Primary Education in Tanzania: A Case of Social Studies Textbooks. *Contemporary Education Dialogue*, 18(1), 12–28. <https://doi.org/10.1177/0973184920962702>
- Khouni, O., & Boudjelal, A. (2019). Introducing the Target Language Culture to EFL Learners to Enhance Sociocultural Competence. *Arab World English Journal*, 10(3), 438–447. <https://doi.org/10.24093/awej/vol10no3.31>
- Odebiyi, O. M., & Sunal, C. S. (2020). A Global Perspective? Framing Analysis of U.S. Textbooks' Discussion of Nigeria. *Journal of Social Studies Research*, 44(2), 239–248. <https://doi.org/10.1016/j.jssr.2020.01.002>

- Puspitasari, D., Widodo, H. P., Widyaningrum, L., Allamnakhrah, A., & Lestariyana, R. P. D. (2021). How Do Primary School English Textbooks Teach Moral Values? A Critical Discourse Analysis. *Studies in Educational Evaluation*, 70(July), 101044. <https://doi.org/10.1016/j.stueduc.2021.101044>
- Rao, N. J. (2020). Outcome-Based Education: An Outline. *Higher Education for the Future*, 7(1), 5–21. <https://doi.org/10.1177/2347631119886418>
- Ribosa, J., & Duran, D. (2022). Do Students Learn What They Teach When Generating Teaching Materials for Others? A Meta-Analysis Through The Lens of Learning by Teaching. *Educational Research Review*, 37(May), 100475. <https://doi.org/10.1016/j.edu.rev.2022.100475>
- Shkedi, A. (2019). Introduction to Data Analysis in Qualitative Research. In *Huji*.
- Stevens, P. A. J. (2023). *Qualitative Data Analysis: Key Approaches*.
- Sun, Y., & Dang, T. N. Y. (2020). Vocabulary in High-School EFL Textbooks: Texts and Learner Knowledge. *System*, 93, 102279. <https://doi.org/10.1016/j.system.2020.102279>
- Thomas, M. K. E., & Robin, B. (2020). *Post-Qualitative Research and Innovative Methodologies*. Bloomsbury Publishing.
- Utami, A. R., Aminatun, D., & Fatriana, N. (2020). Student Workbook Use: Does It Still Matter to The Effectiveness of Students' Learning? *Journal of English Language Teaching and Learning*, 1(1), 7–12. <https://doi.org/10.33365/jeltl.v1i1.247>
- Vitta, J. P. (2021). The Functions and Features of ELT Textbooks and Textbook Analysis: A Concise Review. *RELC Journal*, 2017. <https://doi.org/10.1177/00336882211035826>
- Zhuhuri, M. A. N., Sujinah, S., Fatin, I., Haryanti, T., & Suoriyanto, E. (2023). Validitas Video Pembelajaran Teks Deskripsi “Wisata Religi Suroboyo” Fase D. *Ideas: Jurnal Pendidikan, Sosial, dan Budaya*, 9(2), 455-460. <https://doi.org/10.32884/ideas.v9i2.1192>