

# Analyzing the Needs of Students, Teachers, and Stakeholders in Developing Blended Culture-Oriented English Textbook at Culture-Based Senior High Schools in Yogyakarta

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**Abstract**—This article is part of research and development under the issue of developing English writing textbooks oriented to Blended Culture for the XI grade of science program at Culture-Based Senior High School (henceforth, CB-SHS) in Yogyakarta. This relies on the evidence of how the majority of English textbooks rely on considering the student's local culture background, which eventually may impact meaning-making English in context. It leads the researcher to evaluate Educational Culture-Based Curriculum (henceforth, ECBC) implementation, and to conduct need analysis for students, teachers, and stakeholders. To achieve the objective, this study involved the voluntary participation of 180 students at 3 schools from 3 regencies; 8 English teachers; 3 headmasters; 1 staff on Department of Education, Youth, and Sport; Institute of Educational Quality Assurance; and Department of Culture. Observation sheet, structured interview, questionnaires for need analysis, questionnaire checklist for culture awareness, learning style on writing, and also self-assessment for writing ability and English proficiency level were employed to gather data and analyzed them by using both descriptive qualitative and quantitative methods. There are three findings documented, i.e. 1) the majority of students placed culture awareness mode on novice range; 2) audio-visual is detecting on mostly learning styles of students; 3) the fundamental problem of ECBC is that none of the books are integrated with local cultures, and there is no semi-guided writing.

**Keywords**—*english textbook, need analysis, blended culture, educational culture-based curriculum, senior high school students*

## I. INTRODUCTION

The phenomenon of English as the Lingua Franca (ELF) demands all of language users to be proficient in English which then enables the language users to communicate with people from diverse backgrounds, ethnicities, cultures, social traditions; and to build cultural awareness, which is a the fifth skill for language learner, in addition to the main four skills divided into the productive (writing, speaking as the

most difficult skills) and receptive (reading and listening) skills. In addition, the study of target language (English) embodies two aspects of knowledge, which include of systemic knowledge that consists of the phonological, morphological, syntactical, semantic and pragmatic knowledge; and schematic knowledge which covers four issues such as general knowledge, topic knowledge, socio-cultural knowledge, and genre knowledge. Both types of knowledge are suggested to be learned because this knowledge serve as the fundamental knowledge to deal with the success of English Language Teaching and Learning (ELTL) [3][9][14][15]. The sub-type of schematic knowledge, which is socio-cultural knowledge, is believed to be one the prominent aspects as it provides the learners with an understanding of how the English language is employed in the communication both in oral form or written form based on the context.

In line with ELF, the role of culture in language as a cultural product of particular society that commonly believe to include the own cultural values of students is always accompanied by inclusion of foreign cultural values [15][16]. This statement is in accordance with the policy of Educational National Standard Department or well known as a *Badan Nasional Standar Pendidikan* (BNSP), and Indonesian curriculum and book center or well known as a *Pusat Kurikulum dan Perbukuan* (PUSKURBUK) that in ELTL, the teacher and developer of materials need to include the local culture, national culture, and target culture in English textbooks. It is also supported by Yogyakarta Government in developing ECBC at CB-SHS that demand local culture or home culture, national culture, and global culture to be integrated with every subject [17]. Nevertheless, none of the textbooks including English textbook, integrated with culture was published during 3 years implementation of this curriculum.

Moreover, English subject is one of the compulsory subjects that are tested on the national examination, college examination, and a requirement for majority job. As a result, instead of the students' local culture, the presentation of the target culture becomes the priority in the English textbook. Especially, most of the output English for SHS is English Academic Purposes (henceforth, EAP) that demand the students to produce the text, because genre based is an orientation of curriculum 2013. It means that writing skill is emphasized. However, in fact the Basic Education Research from USAID (2005) reported that writing ability of the Indonesian students is still low with the following details percentages: they got 15% from the writing, 15% from the spelling, 15% from the writing devices, 20% from the length, and 35% from the text's quality [24]. One of the reasons for this problem is, writing is kind of productive skill that has complexity in the process of producing the text. Another reason is that based on the evaluation of six English textbooks for the SHS especially grade XI analyzed and evaluated by researcher, the majority kind of the students tasks only ask students to conduct writing project and writing assessment with some vocabulary list, grammar, the schematic structure of text types, rather than guiding them on the process of writing, giving tips and tricks, list of credible references related to the text, and considering their learning style of writing. Meanwhile, writing an English academic text is more difficult, because the students' knowledge of text type of English text, foreign culture topic, English vocabulary, punctuation, cohesion, and coherency form, and writing style are on the limit level. Furthermore, writing skill is a motor to activate their higher order thinking skill, a paradigm skill of national curriculum, 2013 curriculum, in capturing the process of intercultural blending, and producing the text of target language (English). Moreover, the students need their home or own culture that has similarities with global culture to activate their prior knowledge. Blended Culture (BC) model is the solution to solve this problem because the concept of Blended Culture is already based on the purpose of cultures types, lofty values of core competence, standard English book development, scoring rubric and assessment between 2013 curriculum—the newest national curriculum of Indonesia, and Educational Culture-Based Curriculum of Yogyakarta Special Province (henceforth, YSP).

This issue led the researcher to evaluate the implementation of ECBC, and conduct a research on analyzing the needs of students, teachers, and stakeholders in the processing of developing academic English writing textbook for the XI grade on science program students in CB-SHS of YSP.

## II. LITERATURE REVIEW

In relation to this study, research on blended culture previously has been conducted by two

researchers [14] [25]. The researchers found several differences on their research finding related to this study that presented as follows.

First, based on research type, the first research is categorized as a non-research study that proposes that the future book developer and researcher should consider integrate the material content with Blended Culture topic in balance in the ELT materials [25]. This suggestion is given based on the researcher evaluation result which found that the English textbooks currently used in Indonesian for Vocational High School Students (henceforth, VHSs) do not accommodate a fair proportion both of cultures. Actually, it would be very reliable if the researcher mentioned specifically on how many compulsory English textbooks used by the students and teachers have been evaluated, and attached the evaluation result about the proportion both of cultures has been presented on the textbook. Meanwhile, the second research is categorized in descriptive qualitative research which aimed at documenting voices of English teachers and VHSs on the use of blended concept in the process of ELTL through questionnaires. In this second research, the focuses are only on capturing the process of ELTL in the class and the usage of an English textbook, while the familiarity of students and teachers in using blended culture as a model of ELTL is found as their research finding. Secondly, based on research subject, both of researchers choose VHSs and English teachers as the subjects. The English goal for VHSs is different in the process of ELTL, textbook, assessment, and the major of VHS that prepared the graduates to be ready for work. The VHS uses English Specific Purposes (ESP), while Senior High School Students (SHSs) uses English Academic Purposes (EAP) [14]. In regards to the necessity of ELTL, SHSs need EAP which is intended to provide students for academic English that prepare the graduates for continuing study on the university level and to obtain English language certificates such as TOEFL and IELTS.

In short, both results of the previous research are different from this study in the research type, English goal, research subject, and the needs that want to be explore. This study deals with some points, namely 1) the evaluation of ECBC implementation in every CB SHS at three regencies, 2) the exploration of students, teachers, and stakeholders needs related to ECBC, ELTL, and English textbook, 3) the identification of culture awareness levels and the learning style of students on the writing process; and the last is 4) the exploration of target need and learning need of students, teachers, and stakeholders related to the blended culture model as a relative solution on ELTL and English textbook that trying to meet need of ECBC and the 2013 national curriculum. It can be concluded that this section mainly discusses some issues: theoretical justification of ECBC and the policies, the nature of blended culture, writing skill,

and need analysis for developing English textbook. Each of them is presented below.

#### *A. Educational Culture-Based Curriculum*

Yogyakarta is the representative of educational, tourism, and cultural city which is often considered to be the miniature of Indonesia. Some efforts of Governor is already realized to strengthen the education, culture, and tourism sectors through developing the strategic plan 2025 to build Yogyakarta Culture Center, which was resumed based on the interview result with the staff of Department of Culture in YSP.

Moreover, in the education and culture sectors, eighteen juridical foundations about ECBC are stated. One of them is the Regional Regulation Number 5 the year 2011 that explains about how to organize and implement the ECBC of YSP [22]. ECBC implies that educational management in YSP is implemented based on the national education system by upholding the noble values of a culture. This culture means that YSP culture still appreciates the national culture and other regional cultures in Indonesia, as well as a positive global culture or international culture. It is the same with the concept of BC model. Based on the guideline for implementing ECBC, the regulation means that the educational system of YSP will be implemented with the national education policy as the foundation and it will be enriched with 3 aspects, i.e. 1) Education on culture (culture as materials contents), 2) Education through culture (culture as the method of implementation in teaching and learning), and 3) Education in cultural environment (culture as the context and approach in educational management), in order to strengthen the realization of educational unit into a cultural environmental education. Meanwhile the purpose of the development of ECBC is to preserve and develop an YSP culture that includes noble values, artifacts, and customs in every aspect of community life [25].

This implementation is also supported by the purpose of National Education which is written on the regulation of Ministry of Education and Culture that stated on National Education Act Number 20 year 2013 which explain that National Education is based on *Pancasila* and the 1945 constitution rooting on religious values, Indonesian national culture, and responsive toward demand of global change [17]. As mentioned earlier, in fact that material contents of English as a subject dominate the target culture than the home culture, even though, the National Education Standard Board of Indonesia or *Badan Akreditasi Nasional Indonesia* (BNSP) already stated the instrument for characteristic of ELTL that English is a means of global communication. Mastery of English is expected to help learners understand and strengthen local and national cultures, and recognize and understand the international culture. Therefore, the learning of English should be carried out by

considering aspects of these three cultures. It means that local culture and national culture are still considered as the important element on education in Indonesia, especially Yogyakarta, and involved in curriculum, materials, book, approach, methods, and also teaching and learning process in every subject include English subject. It also supported by Indonesia Culture for Development Index (ICDI) which considers culture in the six elements of their measurement, there are; 1) developing cultural human resources, 2) developing cultural industry, 3) developing national identity and characters, 4) preserving culture right, 5) strengthening multiculturalism, and 6) conserving historical and cultural heritage. In addition, Yogyakarta on the first rank of ICDI 2016 report, from 33 provinces of Indonesia with the amount number 55.88, was defeating Bali province [11].

After that, the realization of Yogyakarta Regional Regulation number 5 year 2011 is in the form of a committee that consists of Department of Education, Youth, and Sport, and Department of Culture for developing Educational Cultural Based Curriculum of YSP. Few years later, in 2013, the content standard is developed, and Teacher of Training (ToT) program is done. Then, a guideline book for operating the procedure of implementation curriculum is distributed in 2014, and in the next year, 2015, educational culture based school is chosen. Moreover, there was a workshop for developing the culture-based materials in every subject, a grant funding for management of educational cultural based curriculum in the school, and the grant of *Gamelan* as the reward for the top 5 Culture-Based School. Even though some facilities have been given, there is still no launch of textbook consisting of local culture integrated into every subject including English subject. This problem led the researcher to conduct this study.

#### *B. Blended Culture*

Blended Culture (BC)' is an English learning material model, which refers to the import of three types of culture: target culture, home or local culture, and global culture or called intercultural, in the context of pedagogical practices. In this matter, home or local culture refers to a pattern of behaviors, values, and beliefs that the students have practiced in the social contexts and encounter in their society. Meanwhile, target culture refers to the social planes that occur in inner speaking countries which represent the actual use of language [14]. Intercultural is defined as the cultural assimilation generated from some pedagogical activities such as the development of English learning materials, learning activities, media, study pack, and assessment. For example, the materials on the textbook integrated the video, silent movie, and games about flood mitigation that represent report text and packed in a study pack. Students are believed to be able in establishing their

intercultural awareness and language sensitivity that serves important issues in the globalization era [5][7].

Furthermore, the process of blending among local cultures, target culture, and intercultural will demand the intercultural competence, culture awareness, and language sensitivity of students, that it is necessary to activate the prior knowledge of students about their local culture to encourage them to find the essential point such as the similarities and differences of target culture and intercultural itself. The process of to select the culture, to analyze the similarities and differences, and evaluate them until finding the correlation matrix of culture that blend to each other, are called Higher Order Thinking skills (henceforth, HOTS) process, the skill that becomes of paradigm 2013 curriculum and 21<sup>st</sup> century skill or globalization era, while this concept is called transforming learning [6]. The prior knowledge of students means that the macro-skill of language students that they get from their receptive skill such as listening and reading a topic about culture until finally, they will be able to produce the writing text and promote their writing skill. In addition, BC will enable of students to highly acquire the target language (English) as they are engaged in the use of English in context, and build the education character [14][15][20][21]. Thanksgiving or *Sedekah Bumi* is a kind of blending culture in custom tradition types that can serve as a report and explanation text, because the purpose of this celebration is the harvest festivals that celebrate the expression of gratitude to God. A fairytale about Cinderella and *Bawang Merah-Bawang Putih* is kind of narrative text in literature types that have similarities on a storyline, character, and setting. Barbecue is a cooking method similar with burning meat-sate that can be applied on a procedure text [6].

As mentioned earlier, BC model is chosen by the researcher as a solution for developing English book at CB-SHS in YSP, because it was in accordance with the purpose of the implementation of ECBC, characteristics of ELTL in Indonesia, and English book development criteria stated by BNSP. Moreover ECBC itself has many similarities with the national curriculum and curriculum 2013. Based on document analysis conducted by researcher, the following similarities were found: 1) the approach of ECBC (understand, appreciate, internalization, action, creative) is part of HOTS that stated on scientific approach in 2013 curriculum (observing, questioning, associating, experimenting, and networking), 2) the culture values of ECBC can be applied on the genre based on curriculum 2013 as the basic competence of students, 3) the lofty values that involve on culture-text should be build the character of students at ECBC is appropriate with the core competence of students in 2013 curriculum; 4) the process aspect of teaching and learning in ECBC is appropriate with curriculum 2013-cognitive, affective, psychomotor; 5) the scoring

criteria is authentic assessment to enhancement the performance and process; and lastly, 6) the instrument standard for developing textbook is the standard instrument of the book development is adapted to the national standard textbook lesson that has been stated by PUSKURBUK and BNSP.

### C. Writing Skill

In relation to English and writing, as mentioned earlier, some reasons why the researcher only focus to conduct the study of students' need analysis of writing materials. First, in reality, most of English books often used by English teachers at CB SHS rarely support the writing skill of students, the learning style on writing of process, and the guidance on writing steps. It was resumed based on literature review of 6 English textbooks, interview with 8 teachers, and distributing questionnaire for students directly conducted by researcher. Second, based on the distributing questionnaire result from three senior high schools at three regencies of Yogyakarta – Sleman, Bantul, and Yogyakarta city, and also the interview with 8 English teachers conducted by the researcher on 2015, states the students still difficult on writing an English academic text. Third, according to the guidelines of Common European Framework of Reference (CEFR), processes of learning English are divided into productive skills and receptive skills. Receptive skills comprise of reading and listening which allow the students to understand the context, textbooks, and document. Meanwhile productive skill consists of speaking and writing which permit the students to perform in communicative aspect such as oral presentations, written text, and report which are presented on complex and difficult skills. In line with CEFR, productive skill such as writing needs to be developed and learned properly because it is a complicated and challenging process that needs a creative solution to solved it [1][2][8]. Lastly, the Basic Education Research from USAID (2005) reported that writing ability of the Indonesian students is still low. In fact, writing skill is a motor to activate HOTS in capturing the process of blending intercultural, and producing the text of target language (English), and to activate their prior knowledge the students [24].

In relation to the problems of writing, the best way to improve writing skills is through practice. In practice, the students need guidance. Another suggestion of previous researcher state that guided writing will help learners produce appropriate texts even with fairly limited English, and also it will help students to write successfully and enthusiastically in writing processes with a different style. The kinds of writing asked by a teacher for their the students should depend on the most other things do, on the students' age, students level, students learning style and students interest [8][9]. In addition, it also states that if the teacher fails to understand the level and its

purpose, the learners will not learn the necessary of ingredients of language at that level. It could be found by conducting need analysis. It was the reason that led the researcher conducted need analysis.

#### *D. Need Analysis for English Academic Writing Materials*

Developing English textbook oriented on BC and emphasized on writing material is chosen by the researcher, because the materials are helpful for school, students, and teachers to carry out their responsibility to improve the teaching and learning process. This statement is also supported by a large number of experts [12][16][23], who claim that English textbook has a great important role for teachers and students because it provides a guideline for teacher in ELTL to know how the students engage in developing ability and confer necessary input for students and teachers to deal with classroom practices and convincingly perform a positive impact on the success of learning the target language (English). In relation to the necessary input, it also supports that materials are suitable for students' needs. The need for instructional language should be considered in five components such as students, teachers, materials, teaching and methods and evaluation. One way to achieve the need to get the necessary input is conducting need analysis. It also explains that need analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what they need to know. In addition, the beneficial of need analysis is making sure that the course will contain relevant and useful things to learn [13]. The good need analysis involved asking the right question and finding the answers in the most effective way. On this basis, the current study seeks to answer the following research questions:

- a. What are the problems and their impact during implementing ECBC in CB SHS at three regencies of YSP?
- b. What are the English learning needs and target needs of the XI grade students at CB SHS at three regencies?
- c. What are the levels of the culture awareness and learning style in writing process of students?
- d. What are the suggestions of stakeholders related to this study?

### III. MATERIALS AND METHODOLOGY

#### *A. Data Collection and Analysis*

The need analysis questionnaire, document analysis, questionnaire checklist, and self-assessment were used to collect qualitative figures; meanwhile observation guideline and structures-interviews guideline were used to collect qualitative data. Both of them were administered to gather data as the instrument which articulates the need assessments. *The first instrument*, observation sheets are used to

collect the information and survey to select the CB-SHS in every regency. *The second instrument*, document analysis is used to review the criteria on developing textbook, and evaluate the curriculum standard with the similarities and differences both of curriculum 2013 as a national curriculum, as well as ECBC as a local curriculum of YSP. Some of the document evaluation integrated on 2013 curriculum, ECBC, and national accreditation score are analyzed to identify and to evaluate the target need of stakeholders based on the implementation of curriculum policies and to select the areas and subject of this study. *The third instrument*, a questionnaire with multiple choices was signed to reveal the learning needs and target need as the basis of writing an academic English textbook development oriented to BC, while the questionnaire checklist is used to identify the culture awareness level of students. *Fourth instrument*, interview guideline, was designed to get data from headmasters related to the implementation of 2013 curriculum and ECBC; teachers' data to know the English academic purposes; National Accreditation Agency for SHS staff to select the area and subject of this study; Department of Culture staff and Department of Education, Youth, and Sport staff to identify the implementation of ECBC and to know the cultural values criteria; and also Institute of Educational Quality Assurance staff to select the areas and subject of this study. *Fifth, the last instrument* consists of two kinds of self-assessments used to analyze the writing ability and English proficiency level of students.

The validity of the instrument was obtained through content validity by asking an instrument construction expert, before all of these instruments are distributed. Moreover, asking the observer from the same field of this study, under the member of umbrella research was involved to complete the observation checklist guideline. In addition, the analyzing of qualitative data, the result of interview was transcript and identified with assembling data to reread, coding the data, reduce the data, recheck the data, build the interpretation, and reporting. Meanwhile the data of need analysis questionnaire with multiple choices are presented on percentages part. Two questionnaires checklist for culture awareness and learning style on writing process and self-assessment for writing ability and English proficiency level are also identified with quantitative method with Likert-scale in range 1 to 4, 1 point for strongly disagree, 2 point for disagree, 3 point for agree, and 4 point for strongly agree. Then, it was analyzed using the formula. The data will be used by researcher as a consideration in developing a syllabus, lesson plan, and materials development. Then, the first material development will be validated by 3 expert judgments, 2 professional with Professor Degrees with expertise on Blended Culture, English Academic Writing Materials, Materials and Media graphic design Development.

### B. Research Method

This study is part of Research and Development under the need analysis cycle. The six cycles of R&D developed by Masuhara in Tomlinson focusing on developing English language materials [23] will be suitable and completely fulfilled with 10 cycles of R&D model developed by Gall, Gall, and Borg which established on R&D in details. It is because the six dynamic cycles of Masuhara involves part 10 cycles of Gall, Gall, and Borg. In short, modification of both models are used to fulfill each other. This study focuses on the third step of R&D cycle, exploring the necessary, wants, and need of students and teachers, demanding the skill, learning style, English ability, and culture awareness levels of students, interviewing the stakeholder and policy makers related to the ELT materials that address the goal of curriculum, and reviewing, analyzing and evaluating some documents under the issues of developing academic English writing textbooks oriented to BC, and observing the schools. To obtain the objective, the researcher chose 3 regencies from the 5 regencies of YSP, using area or cluster sampling technique, namely Sleman, Bantul, and Yogyakarta City, whereas Kulon Progo and Gunung Kidul are already represented by Sleman and Bantul regencies that are dispersed geographically.

One SHS in every region is chosen as a sample based on some requirements, i.e. a) 2013 curriculum implementation since July 2013, b) CB SHS categories, c) School Literacy Movement representation, d) the accreditation for SHS level and the score result and e) the school held a science program. Finally, 3 CB-SHS that represent each region is selected. The eleventh grade of the science program class is a population of this study, and the researcher invites 180 students using purposive sampling techniques to select 9 students every class based on the English writing score level-3 students on a low score, 3 students on average score, and 3 students on high score each class. Some of the stakeholders also chosen based on snowball sampling technique, they are 3 headmasters, 8 English teachers, 1 staff of Culture Department, 1 staff of National Accreditation Agency for SHS, 1 staff of Education, Youth, and Sports Department, and also 1 staff of Institute of Educational Quality Assurance. This research is conducted for 7 months.

## IV. RESULTS AND DISCUSSION

In this section, the results of this study are presented based on the problems, then followed by the impacts, and lastly, the analysis result.

In reference to the problem, there are four findings. *First*, based on the structured-interview transcript for teachers reported, it is evident that all of English teachers (8 respondents) at CB SHS in 3 regencies of YSP stated that they did not know the BC model for ELTL. Additionally, the fundamental

problem found was that they also are not familiar with integrating the local culture or national culture into the materials of English subject, even though it was demanded as part of their assignment in CB-SHS. The researcher only found an English teacher in the Yogyakarta city regency, who taught ELTL with target culture topic since curriculum 2013 was implemented in the first year. Most of them heavily focus on micro-language skills instead of integrated with macro-language skills. *Second*, some of stakeholders found some problems. One of the staffs of Yogyakarta Department of Education on classical cultures and traditions field stated that one of the biggest problems during the implementation of ECBC is none of the textbook accommodate local culture topic in every subject including English that is already developed, even though some facilities were provided, such as a guideline for implementation ECBC distributed in 2013, a ToT conducted in 2014, workshop for designing textbook, monitoring, sharing, and evaluation with some professionals in the field every subject from universities level facilitated by Department of Culture and Institute of Educational Quality Assurance. Furthermore, the samples of syllabus, lesson plans, contents are published on the handbook, while the eligibility test for materials were facilitated by Department of Education, Youth and Sport staff. Moreover, conducting research and dissemination was facilitated by Institute of Educational Quality Assurance, another funding 10 million for the non-personnel cost in every CB-SHS and *Gamelan* as the reward for the top-five schools was given every year. *Third*, this problem is also supported by all of the headmasters (3 respondents) from 3 regencies who stated that they heavily focus on the cultural activities such wearing a traditional clothes every month and training traditional song as an extracurricular. There is only one school that has a schedule for traditional dance as a lesson, a shadow puppet theater or *wayang* for celebrating the school anniversary, and producing a Javanese calendar. Ironically, the local culture topic or material was implemented only in Javanese language subject, the compulsory local subject not only for CB SHS but also for the regular SHS. *Fourth*, this fact is also justified by students' questionnaire result that shows surprising data. When the researcher asks questions about whether students have studied English text with a cultural topic, their answers show that 80.55% or 145 out of 180 students never learn it at all, only 14.444% that learn it even though only once during one semester, even they did not remember the type of cultures. In addition, 57.77% students said that they never found English textbook for XI grade of SHS that accommodated cultural topic, and only 28.888% students found this book in the first semester but the cultural topic is target culture categorized. When the question is more specific about the concept of BC, blending intercultural topic based on similarities and differences, 79.44% said never found it. In short, the

school implementation for ECBC heavily focused on external factor that did not prepare for teaching and learning in classroom context. In addition, the cultural topic is rarely taught both in English textbook and ELTL process.

In relation with the impact, the result of analyzing was done by the researcher, there are three impacts for students as the subject of curriculum and user of the English textbook. *First*, a fact of students' questionnaire result shows that 24.41% students got the insight about target culture through television news, videos, and films that take place in America, Europe, and Africa continents for the setting, while 24.03% students get it in the articles or essays, and 17.41% students get it by reading books, novels, and magazines with the mostly topic explain about global culture without filter it, and have an insight about how to select the credible references, and how to analyze kind of cultures with the differences and similarities based on their socio-cultural background that it will be should be grown to build their culture awareness and to comprehend English in context. Ironically, the students who find texts related to the target culture during the ELTL process is only 11 %, even though it was gotten not fully accessed in schools but also in English course agency, while the others, 8.31% students got it through direct interviews when they met native speakers, 7.34% students chatting on social media with the native speaker directly, 5.03% students joining at the seminar, and 1.93% students took a short course and students exchange. *Second*, 92.77% or equivalent with 167 students said that they never knew, there is some similarities among the target, global cultures, and their own culture. Only 6.66% or 12 out of 180 students who knew intercultural types. *Third*, the last impact proved by students' questionnaire result data also founded that 49.44% of students feel harder to learn the target culture, 32.77% students found feel difficult to analyze both the local and target culture, and only 17.77% of the students were more difficult to learn local culture. It can happen because of the limitation of culture insight of target language students. Because of this, they were determined to capture global or target culture without considering their own culture or national culture that still have the same purpose, activities, and habitual on the celebrate this tradition, or can be found on ceremony celebration for example. In addition, this evidence can be found in some English students who learn English as a foreign language who taught English with only heavy focus on the presentation of the micro-language skills such as grammar, pronunciation, vocabulary, and practice it. Moreover it strongly supports the method with present systemic knowledge frequently such as phonological, morphological, syntactical, semantic and pragmatic that will isolate them. It is important but the teacher should consider the macro-language skills of reading, writing, listening and speaking, especially their productive skill also. In

addition, giving the schematic knowledge that covers four issues— general, topic, genre, and socio-cultural knowledge, that was believed to be one the prominent aspect for students to articulate and it provide the students with understanding of how language is employed in the communication practices and suitable for making meaning in context.

Regarding the impacts of these problems, lead the researchers to conduct research about developing English writing textbook materials based on BC which oriented on ECBC and 2013 curriculum standard as a solution for solving one of the problems of ECBC implementation in YSP. This offering solution is also strongly supported by all of the stakeholders based on the interviewed them, in which the results of students questionnaire reported that 112 out of 180 students agreed and 65 students said strongly agree that this textbook it is necessary and important to develop within one reason which can be in short conclusion that writing is very important skill and they need this book to guide them on preparing national examination, TOEFL certificate, college examination, and also comprehending English in context. After that, need analysis already done as the part of first steps for research and information collecting in research and development that will be explained in the following paragraph. The findings are presented below in the following categories: BC, ELTL, and writing.

Based on the students' questionnaire data, the first report is related to the culture categories. *First*, socio-cultural and traditional values, ethnic and identity, language uses, spiritual noble and personal moral values are kinds of cultural topic that should be included in the text. *Second*, furniture and machines, historical museum an monuments, architecture of classical building, and also transportation are kinds of artifact component that they need to learn. *Third*, life-style, socio-economic status that called welfare, abstract things such as society cultural tradition, religion, traditional justice, arts, and classical literature are things that should be included on the topic of assignment. *Fourth*, gesture and body language expression are habitual aspect that they want to know. *Fifth*, expression of agreement for discussion text, giving direction on writing report text process, greeting, forgiving, and thanking expression for invitation text, and comment and suggestion on writing exposition text are expressions for their communication that they need. *Sixth*, a narrator, analisator, and facilitator who feeding an issues or idea is a role of teacher that they want and should be consider by the researcher on writing the task types. *Seventh*, authentic media, videos, literature text, study pack about the text, and discussion are the ELTL techniques that the students required. *Eighth*, a song lyric, poetry, idiom, and proverb are kinds of high context culture that they need to learn. *Ninth*, a biography, factual report, exposition, personal letters,

and invitation are kinds of text that address the 2013 curriculum that they consider to learn for academic writing process. The last, similarities and differences among culture festivals or celebration and the royal family life for report text, figures for biography text, cultural issues for exposition text, and cuisine with the way how to cooks for procedural text, are kinds of topic that required implementing writing tasks.

In reference to the ELTL categories, there 8 findings were selected. *First*, the aim of students learning English as a foreign language is used for preparing national examination or college examination, and getting the English certificated such as TOEFL, IELTS, TOEIC, GMAT, and Cambridge test. *Second*, translating the difficult vocabularies, finding and evaluating the meaning on the contextual usage, and analyzing the usage of formal and informal diction, are kind of vocabulary tasks that they need. *Third*, identifying an error grammar, repairing the sentences structures and language features are kinds of written structure assignment to develop their first writing skills. *Fourth*, finding the social function, interpreting the moral values, analyzing the language features, and reorganizing the schematic structure are kinds of writing process task that they need. *Fifth*, discussion and quiz, recalling the previous chapter or kinds of the text that will learn this time with giving question directly, are kinds of pre-teaching and learning activities that they want. *Sixth*, more or less 400- 600 words is length of text that they want. *Seventh*, giving pictures, photos, maps, graphics, diagrams, and tables in every genre text are parts of their needs to support the actual data. The last is how plotting the teacher and students' role in every activity on the textbook is necessary for assignments.

Related to the need analysis results about 2013 curriculum categories, there are three findings. This finding was arranged based on students' priorities scales. *First*, the basic competencies that students need involves creating and planning the first draft, then understanding, reviewing, and applying the social function, schematic structure, and language features on producing the text based on the contextual that the text is commonly used and applied in daily life activities, followed by analyzing the social function, schematic structures, and language features of the texts types, and capturing the intrinsic meaning of the text. *Second*, the specific learning activities on the process of knowledge comprehending in language learning that they need and demand to learn involve finding the difficulties on learning procedural, factual, conceptual, and metacognitive knowledge. *Third*, expressing gratitude, effective attitude, and giving creative solution are important to solve the socio cultural problems in ELTL both in the class and school environments. In addition, practicing to be students who are responsive and proactive in the teaching and learning activities is also the core

competence that is important to consider in designing the materials in order to build their character.

The next research finding is writing categories. Based on the student questionnaire for need analysis, there are seven points based on the necessary and 3 points for their wants, and 4 point for their lacks that will be presented as follows. *First*, tips and trick, semi-guiding of writing steps, some references, mind mapping process, reading text and digital media for guiding on writing are the supporting materials that they need. *Second*, writing-for-writing process combined with writing-for-learning activities is the ELTL based on their necessary proposed by Harmer. *Third*, starting the presentation with the example of texts, tasks, explanation of social function, schematic structure, and language features, semi-guiding of writing steps, assignments, list of difficult vocabularies, summary, writing project or writing journals, and reflection sheet are the complete parts based on their necessary choices. *Fourth*, giving contents that oriented to promote their vocabularies, syntax, discourse, development of contents, organization, and mechanics on writing skills represent the purpose on learning English academic writing. *Fourth*, facilitator, resources, observers, organization, and prompter are the roles of teachers that students need in ELTL. *Sixth*, a controlled to free, free-writing, and critical or cultural are the approaches that students need. *Seventh*, grammar translation, quantum writing, and collaborative writing are the methods based on their needs. Meanwhile, in the finding of wants, there are three points. *First*, writing skill for promoting coherence, cohesion, organizing information, exploring ideas, creating the text which is started by developing simple to the complex sentence, then become a paragraph until the whole text types. In addition, skill for how to develop ideas using the punctuations, grammar, and diction correctly is guided writing materials that they want. *Second*, one topic and one genre text in every meeting is one of students wants in developing in every unit. The last of students' wants is the task or learning activities is design for small-group, in pairs, and big groups. Meanwhile, the four findings based on the students' lacks are as follows: *first*, evaluating and analyzing the schematic structures and creating the text based on academic standard; *second*, writing their ideas in outlines form, mapping the ideas, and organizing the effective sentences at first step of writing process; *third*, criticizing contents of text involves of the themes, opinion, and arguments with the solution, or analyzing and evaluating between fact and arguments, or creating a framework on the text on the writing task project is kind of activities that students still feel difficult; and *fourth*, writing a text with the length more or less 100 to 200 words are part of students' lack in the past ELTL especially on writing process.

In addition, from the students' questionnaire result, giving self-assessment checklists is also used to identify the students' lacks for culture awareness levels. This assessment is adapted from World-Readiness Standards for Language Learning—5C goals areas (Communication, Cultures, Connection, Comparison, and Communities) and American Council on Teaching of Foreign Language (ACTFL), then combined with that integrated The Partnership for 21st Century Skills (P21) and Common European Framework Reference (CEFR) assessment with some changes based on the students' need, teachers' need, and ELTL in Indonesian context for this research aims [2][4]. Based on the result, in interpersonal mode, students' majority placed on novice range with average 168 out of 180 students, 11 students on intermediate-range. Almost the same in the previous result, in the interpretive mode, 175 students were identified novice range level, and only 5 students who placed on the intermediate-range level. Meanwhile, on the last mode, presentational mode, all of the students agree identified one level, novice range. This result is necessary for the researcher for mapping the difficulties level of students in order to design kind of BC assessment. Furthermore, learning style of students on writing process also identified by the researcher, because of knowing the learning style is one of 13 criteria for developing ELTL materials. This assessment is adapted to the standard of learning style and the writing process which is published by Strategic Alternative Learning Techniques Center (SALT) journal Arizona University. The finding is shown as follows. *First*, in the process of collecting information, 51.11% students chose audio style. *Second*, in the process of rearranging the information and ideas, 76.11% students identified on visual style. *Third*, in the process of draft revised which conducting by self, visual style was chosen by 40.56% students, and the other, 45.56% students chose an audio style. The last process, on the final draft revised was found that 81.89% students chose an audio style. In short, students' majority have visual and audio style, while the kinesthetic only chosen by 2.33% up to 13.89 & students in every step of writing process. This calculation will be considered by the researcher in developing every step of task types, learning activities, and materials presentation also. It should be different design on developing among of them based on the learning style of students.

In the last answer for the third research question is stakeholders' suggestion. There are two suggestions based on the structured interview result. *First*, the selection of the CB-SHS have to consider the score of school accreditation because the result is evaluated by 8 national education standards of Indonesia (graduate competence, contents, process, education and educators, facilitation and infrastructure, management, funding, and assessment), another the score of National Examination, based on Institute of

Educational Quality Assurance staff. *Second*, based on the Department of Culture staff and Department of Education, Youth, and Sport staff, English materials development should be based on the ECBC including the culture nobles values (noble values, artifacts, and tradition), standard competences level (Introduction, appreciation, internalization, active-action, and creative), while material contents should be appropriate with curriculum 2013 in the aspects of presentation, language, design graphics, and the contents.

## V. CONCLUSION

Based on the finding above, it can be conclude d that students, teachers and stakeholder have not been familiar with the use of BC as a model of ELTL at CB-SHS, even though it can be one of solutions for one of fundamental problems of ECBC in developing textbooks aiming to integrate every subject with local culture, including English subject that has target or global culture contents on the book presentation. In addition, BC materials can build cultural awareness—one way to deal with proficiency in ELTL in scope of schematic knowledge and micro-language skills. The focus of the study is English writing skill, as writing skill is the motor that activates students' prior knowledge and HOTS in capturing the process of blending interculture, and producing the text that the topic about the target language and using the target language. It also relates with some requirements such as identifying learning style on writing process, culture awareness, and mapping the matrix of local culture to the target culture in presenting the contents in order to activate the prior knowledge and recall the HOTS of students in producing the text. In addition, socio-cultural background of students and their first-second-and third languages (L1, L2, and L3) are two aspect that should be considered in importing intercultural from inner and outer circle counties, because it should be served proportionally on the textbook to accommodate their culture mode types.

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