

The Representation of World Englishes and Cultural Themes in Senior High School English Textbooks in Indonesia

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ABSTRACT

The existence of different varieties of English around the world and frequent contact among the speakers of these varieties have significant implication particularly for raising cultural awareness in order to be successful in intercultural communication. This study investigates the depiction of varieties of English from Inner, Outer and Expanding Circle countries and cultural themes in three Senior High School English Textbooks used in Indonesia. It adopted qualitative approach in which the data were collected using document analysis and analyzed using content analysis based on Kachru's Concentric Circle paradigm and Prifster and Borzilleri's culture theme categories. The three textbooks analysed in this study are published by Indonesian publishers consisting of Indonesian Ministry of Education and Culture, Yrama Widya and ESPS Erlangga. The results of this study showed that all the three textbooks had already presented the varieties of English from Inner, Outer and Expanding circle. In terms of culture theme, the environmental and art cultural themes were the most frequent themes occurred in the three textbooks, as compared to the other cultural themes: personal, social, religion, arts/humanities, political systems and institutions, and environment. The findings of the current study can provide an insight to the local publishers in Indonesia particularly with regards to the choice of materials to ensure the balance proportion between the three Circles and six Culture themes.

Keywords: *Cultural theme, English textbooks, World Englishes*

1. INTRODUCTION

Despite its origin as the language used by minority of population in Europe, English has gained its privilege status as a global language because of many factors: colonialization, education, trades, tourism, technology, politics, just to name a few. The spread of English around the world gives birth to many varieties of English. To depict the sociolinguistic profile of English, Kachru (1997) proposed 3 Concentric Circles: **Inner Circle** (countries that use English as the main language), **Outer Circle** (countries that used to be colonized by British colony) and **Expanding Circle** (countries that use English in restricted domain). Kachru's concentric circle is also known as the heart of World Englishes (WEs) paradigm. WEs paradigm has significant implication for ELT practices. Traditionally, native speakers' model is always be used as the only reference for ELT practices in Outer and Expanding Circle. However, based on the WEs

paradigm Kachru believes that the Outer circles countries have the right to use model adopted from their own countries (Endonormative model).

Kachru belief on the right and privilege of Outer Circle to develop their own endonormative model has been criticised by many scholars since nowadays the currency of English use today is dominated by Expanding Circle communities. In addition, many studies provide empirical evidence that Expanding circle have develop their own norms (Hino 2012; Jenkins 2009; Kirkpatrick 2007; Lowenberg 2012; McKay 2009; Sharifian 2009). This situation raises two paradigms: English as International Language and English as Lingua Franca. English as International Language or EIL paradigm signify that all circles are considered equally important. In this respect, Sharifian (2009) claims that EIL refers to English used for international communication by speakers "regardless of which 'circles' they belong to".

Therefore, for the pedagogical purpose, the varieties in each circle are considered “valid within its own context” (McKay, 2009). Another paradigm that also has influence on how English should be taught today is English as a Lingua Franca or ELF. The ELF proponents claim that WEs paradigm has not paid enough attention to Expanding Circle Countries (Jenkins, 2009; Seidlhofer, 2009) despite their domination in terms of population and their participation in international interaction. Since ELF interactions frequently happen in and across Kachru’s Concentric Circles (Seidlhofer, 2009), therefore WEs should be used to refer to “*all* local English varieties regardless of which of Kachru’s three circles” they are used in (Jenkins, 2009a, p. 200).

Departing from the explanation above it is clear that WEs, EIL and ELF paradigm emphasize on the importance of introducing all varieties of English: Inner, Outer Circle, and Expanding Circles for pedagogical purposes. As previously mentioned, international communication can happen in and across all three circles. It is important to note that each circle has its own English use and culture characteristics. Therefore, there is an urgent need to raise cultural awareness of the three circles in order to be successful in intercultural communication.

One of the media effective to raise awareness of the cultures of three circles is textbook (Hanashiro, 2016). In this respect, one of the functions of textbooks is to provide students with a cultural quality of language which can motivate students to get closer toward the language, be familiar with tradition, lifestyle, literature, music, values, religion and others (Tajeddin & Bahrebar, 2017).

The definition of culture according to Toomey and Chung (2012, p. 21) is “a complex frame of reference that consists of patterns of traditions, beliefs, values, norms, meanings, and symbols that are shared to varying degrees by interacting members of a community. There are ten dimensions of culture proposed by Hall (1959): ‘interaction’ refers to irritable interaction and speech; ‘association’ refers to pecking order and joining cells, patterns; ‘subsistence’ refers to food to the economy of a country; ‘bisexuality’ refers to sex and reproduction; ‘territoriality’ refers to the taking, maintenance and defense of territory; ‘temporality’ refers to cycles, rhythms, the passage of time; ‘learning and acquisition’ refers to study or “acquire” knowledge; ‘play’ refers to humor, joy, competition; ‘defense’ refers to warfare, religion, medicine, and all ways we cleverly defend ourselves; ‘exploitation’ refers to use of materials, adapt

to environment. Furthermore, Prifster and Borzilleri (1977) summarized Hall’s 10 dimensions of culture into five culture theme categories: ‘social’, ‘personal’, ‘religion/arts/humanities’, ‘political systems and institutions’ and ‘environmental concerns’. The social category includes leisure, population/nationality, work, social class, and attitudes. For the personal aspect, eating/shopping, family relationships, and housing were taken into account. Religion/arts and humanities themes cover literature, music, arts, folklore, history and holy places. The political systems/institutions category includes government, education, law and justice. The environmental theme comprises geography, natural resources, weather, economic development and urban vs. rural. For the purpose of this study, ‘religion and art’ culture theme is considered as separate entity. This argument is based on Durkheim (1995, p. 44) who defines religion as “a unified system of beliefs and practices relative to sacred things, that is to say, things set apart and forbidden—beliefs and practices which unite in one single community...” whereas art refers to “an artifact of a kind created to be presented to an artworld public” (Dickie in Davies 2015, p. 215). Therefore, this study used six categories of cultural theme: social, personal, religion, arts/humanities, political systems and institutions and environment.

There have been some studies that explore World Englishes in the textbook. Rashidi and Meihami (2016) analysed cultural content of the ELT textbooks used in Inner, Outer, and Expanding circle countries, their study found that ELT textbooks emphasized on the cultural representation of their own country than the other circle countries. Hanashiro (2016) studied how globalism is represented in English Textbooks in Japan, the results show that the content of English textbooks were still dominated by the inner circle countries, particularly USA. Meidani and Pishghadam (2013) explored the representation of EIL in various English textbooks for four consecutive years. The study revealed that the recent textbooks incorporated principles of EIL and depicted the representation of culture themes from Expanding and Outer Circle countries. Bernardo (2013) examined the representation of varieties of English found in English Textbooks used in tertiary education in the Philippines. The findings of the study reflected that the most frequent varieties of English used are American English and Philippine English.

Other studies attempted to describe how culture theme is represented in the English textbook. Meidani

and Pishgadam (2013) examined the representation of culture themes in four English textbooks; New American Streamline (Connections), Cambridge English for Schools (Book 3), Interchange Third Edition (Book 2), and Top Notch 3. The study showed that personal, arts, political, environmental culture themes correspond to Inner Circle countries occur in the following textbooks: New American Streamline (Connections), Cambridge English for Schools (Book 3), Interchange Third Edition (Book 2). On the other hand, textbook Top Notch 3 only represents social culture theme. With respect to Outer and Expanding Circle countries, the representation of six cultural themes only appears in Interchange Third Edition (Book 2) and Top Notch 3 textbook. Only environmental cultural theme corresponds to Outer and Expanding Circle appear in New American Streamline (Connections) and Cambridge English for Schools (Book 3) textbook. Sadeghi and Sepahi (2017) explored culture themes in three textbooks: Top Notch, Summit and Passages. The findings indicated that culture themes related to daily life, food, customs/norms and geography were the most frequent cultural themes occur whereas the most frequent culture theme in Summit and Passages was values and beliefs.

Kim and Paek (2015) analysed the culture theme in five English textbooks used in Secondary schools in Korea and published by local publishers. The findings indicated that there was an obvious imbalance culture themes between ‘products’ and ‘practices’. The most frequent culture theme occur is the one related to ‘product’ such as arts, history, geography, business, education, festivals, and customs. The culture theme related to ‘practices’ is a way of life.

From the review of previous studies above, it can be concluded that American English still dominated in several textbook. However, there has been a recognition of varieties from the Outer and Expanding Circles. In addition, there is an indication that one country tends to promote its own varieties of English in the textbook. To date, the studies focusing on the English textbook published by Indonesian publisher are still scares. Therefore, this study is interested in exploring the representation of World Englishes and cultural theme in the English textbooks used in Indonesian Senior High School. To this end, this study formulates the following research questions:

- 1 How are Inner, Outer and Expanding Circle countries represented in the textbooks?
- 2 How are the cultural themes represented in the textbooks?

2. METHOD

This study adopted descriptive qualitative approach aims to describe the representation of English varieties (Inner, Outer and Expanding circle) and five cultural themes (social, personal, religion, arts/humanities, political systems and institutions, and environment) in Senior High School English textbooks. The data were collected from three English textbooks published by Indonesian publishers: The Ministry of Education and Culture, Yrama Widya and ESPS Erlangga. The data were analyzed using content analysis by categorizing the data into Kachru's Concentric circle and Prifster and Borzilleri's cultural theme.

3. FINDINGS AND DISCUSSION

3.1 The Representation of Inner, Outer and Expanding Circle

Figure 1 show that all three textbooks have presented the Inner, Outer and Expanding Circle Countries. From the three textbooks, the domination of Inner Circle varieties can be seen in ESPS textbook with 50% occurrence. The representation of Outer Circle varieties, however, seem to be the least frequent among the three textbooks compared to other two Circles (less than 20%). Interestingly, the representation of Expanding Circle appears to be the most frequent Circle in the two textbook, Ministry of Education and Culture and Yrama Widya, with more than 60% of occurrence.

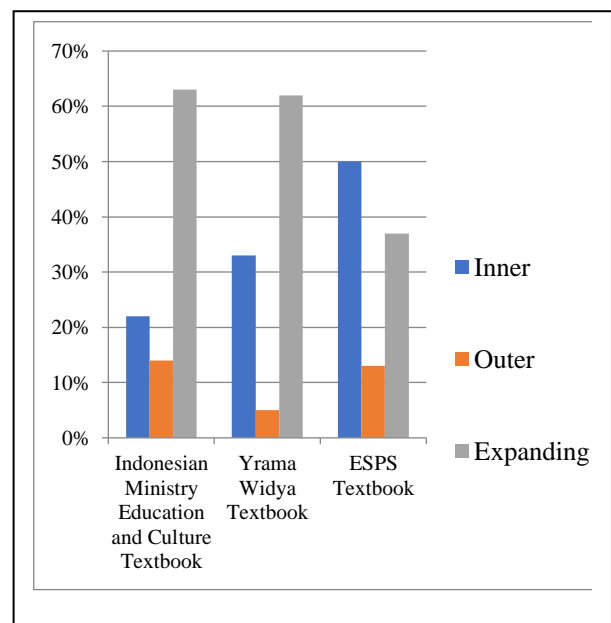


Figure 1 The Representation of Inner, Outer and Expanding Circle

Table 1 displays the countries correlate with Inner, Outer and Expanding Circles found in the three textbooks.

Table 1. Representation of Countries Correspond to Three Concentric Circle

Textbook Publishers	Inner	Outer	Expanding
Indonesian Ministry Education and Culture	- US - UK	- Malaysia - Singapore - India	- Indonesia - Saudi Arabia - Thailand - Japan - Spain - Netherland - Korea
Yrama Widya	- US - UK - Australia	- Malaysia - Singapore	- Indonesia - Saudi Arabia - Italy - Japan - China - Netherland - France - Germany - Poland
ESPS Erlangga	- US - UK - Canada - Australia	- Malaysia - Singapore	- Indonesia - China - Italy - Spain - Japan - Korea - Germany - Brazil - Egypt

In general, all the three Circles from Asia, America, Africa, Australia, and Europe continents have been represented in the three textbooks. However, there are differences in terms of the number of countries representing Inner, Outer, and Expanding Circles. The textbook with the most varieties of Inner Circle countries is published by ESPS Erlangga (4 countries). The most variation of countries representing Outer Circle is found in the textbook published by the Indonesian Ministry of Education and Culture. However, it is interesting to note that Malaysia and Singapore are represented in the three textbooks. Compared to the Inner and Outer Circles the representation of Expanding Circle seems to be more dominant across the three textbooks. Yet, there is a slight difference in terms of the number of countries appear in each textbook. Intriguingly, some countries seem to be more popular than the others. For instance, Indonesia and Japan occurs in the three textbooks; China, Korea, Italy, Netherland, Spain, Saudi Arabia, Germany appears in the two textbooks whereas Poland, Egypt, French, Brazil and Thailand only occur in one of the textbooks.

The illustrations of each circle in three textbooks can be seen the following figure. Figure 2 displays how Inner Circle is represented in the textbook published by ESPS Erlangga. In this textbook the Inner Circle countries is represented by Australia with the focus on Australian citizen introducing himself. The textbook also provides the image of Koala, an Australian native animal.

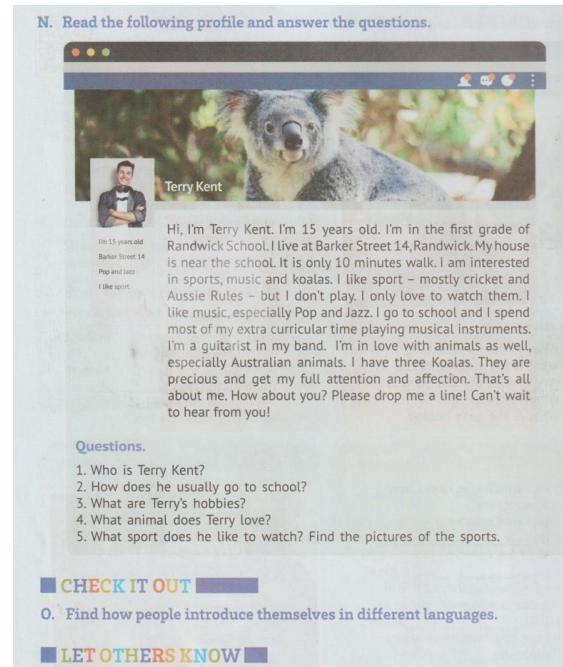


Figure 2 The Representation of Inner Circle

Figure 3 illustrates how Outer Circle is represented in the textbook published by the Indonesian Ministry of Education and Culture.

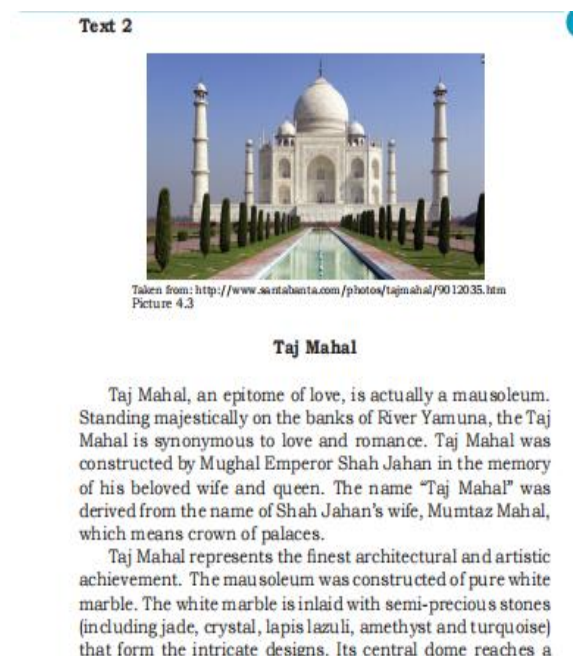


Figure 3 The Representation of Outer Circle

The representation of Outer Circle in the textbook can be seen from the reading passage containing the information of popular historical building in the Outer Circle country, Taj Mahal, India.

Figure 4 depicts how Expanding Circle country is represented in the textbook published by Yrama Widya.

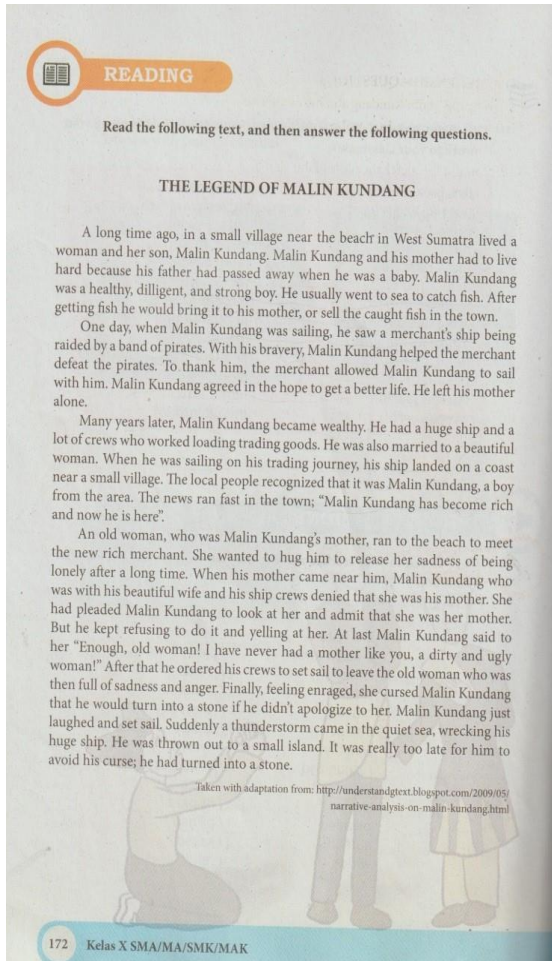


Figure 4 The Representation of Outer Circle

The representation of Expanding Circle country can be observed in the reading passage containing popular folktale 'Malin Kundang' from West Sumatera, Indonesia.

The results of the study show that Expanding Circle country, particularly Indonesia, dominates the content of the three textbooks published by Indonesian publishers. This is concurrent with previous studies in which the textbook published by the local publisher tend to put more weights on the varieties of English of the country where the book is locally published (Bernardo, 2013; Meidani & Pishgadam, 2013). The result of the study is in contrast with the study conducted by Hanashiro (2016) in which textbook used in Japan are mostly still US oriented.

3.2 The Representation of Inner, Outer and Expanding Circles

The representation of culture theme and its frequency of occurrence in the three textbooks can be seen in Table 2.

Table 2. Representation of Countries Correspond to Three Concentric Circle

Textbook Publishers	Frequency Occurrence of Cultural Theme					
	Personal	Social	Political System and institution	Environment	Religion	Art
Indonesian Ministry Education and Culture	(2)	(5)	(3)	(31)	(2)	(26)
Yrama Widya	(8)	(22)	(2)	(23)	-	(21)
ESPS Erlangga	(3)	(21)	(5)	(10)	-	(25)

In general, not all cultural themes are represented in the three textbooks. The textbook that represents six cultural themes is the one published by the Indonesian Ministry of Education and Culture. Among the six cultural themes, 'art' seems to dominate the frequency of occurrence in all three textbooks (more than 20 occurrence in the average). The second cultural theme that mostly occur in the textbook is 'environment' (more than 10 times in each book the average) followed by 'social' culture theme with the average of occurrence of more than 5 times. The 'personal' and 'political' appear to be the cultural theme with the least frequency of occurrence.

The representation of each culture theme in the textbooks can be seen in the figures below:



Figure 5 The Representation of Personal Culture Theme

Figure 5 displays how 'personal' culture theme is represented in the textbook published ESPS Erlangga. In the textbook, the 'personal' culture theme is depicted through the topic of introduction in which people from different nationalities introduce themselves.

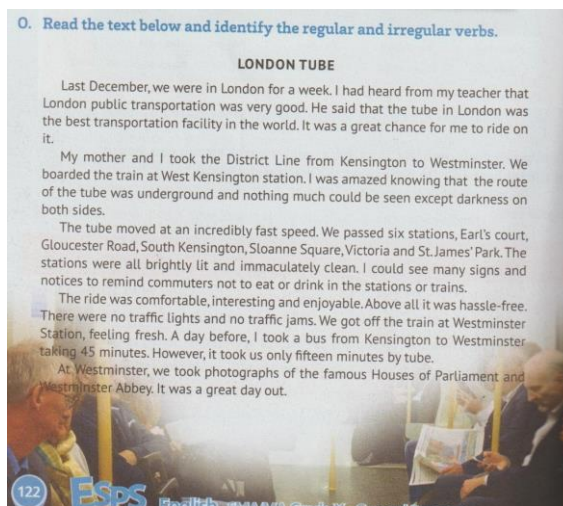


Figure 6. The Representation of Social Culture Theme

Figure 6 depicts the representation of 'social' culture theme found in the textbook published by ESPS Erlangga. The 'social' culture theme is represented through the reading passage containing information about the 'Tube', a popular type of land transportation in London.

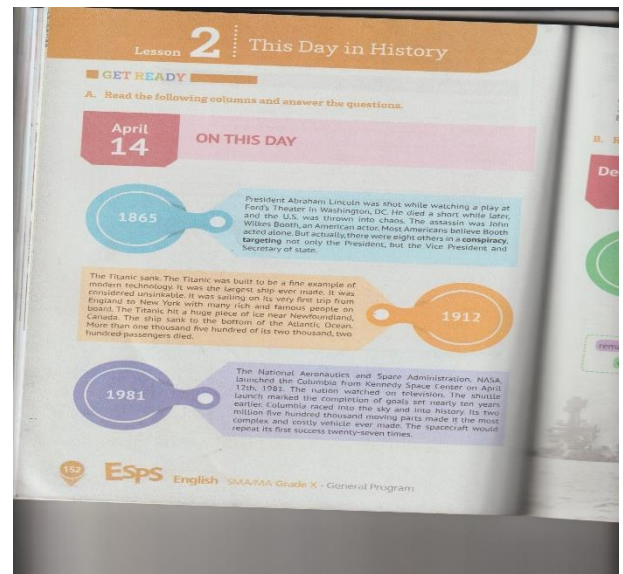


Figure 7 The Representation of Political and Institution Culture Theme

Figure 7 above displays how 'political system and institution' culture theme is depicted in the textbook published by ESPS Erlangga. The textbook discusses the topics about a famous US political leader, Abraham Lincoln, and US institution, NASA.

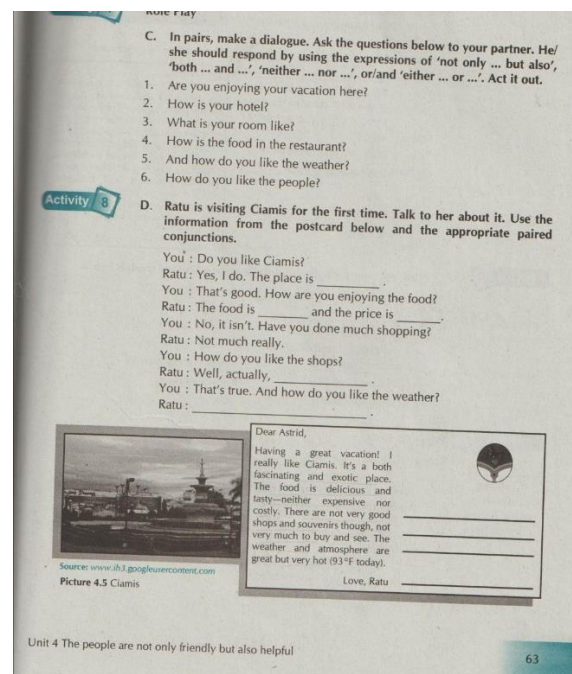


Figure 8 The Representation of Environment Culture Theme

Figure 8 gives example of how 'environment' culture theme is represented in the textbook published by Yrama Widya. In this regard, the textbook gives information about a famous tourist attraction 'Ciamis' in West Java, Indonesia.

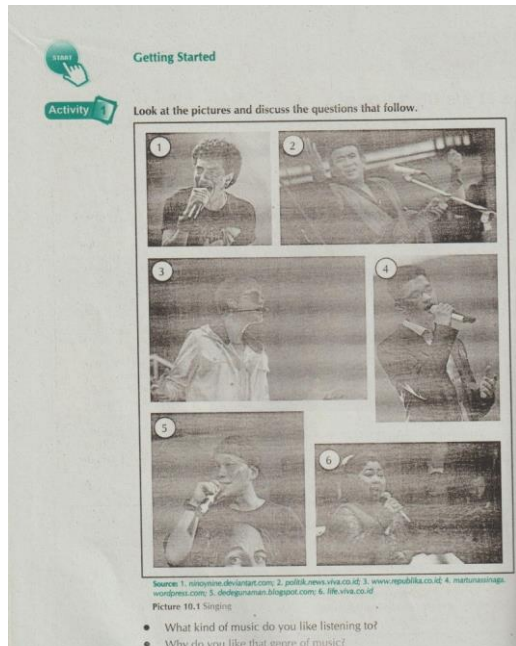


Figure 9 The Representation of Art Culture Theme

Figure 9 displays how 'art' culture theme is represented in the textbook published by Yrama Widya. Furthermore, the 'art' culture theme is presented in the topic of popular singers from Indonesia such as Rhoma Irama, Waljinah, Afgan, Ahmad Albar, Iwa K and from Canada, Justin Bieber.

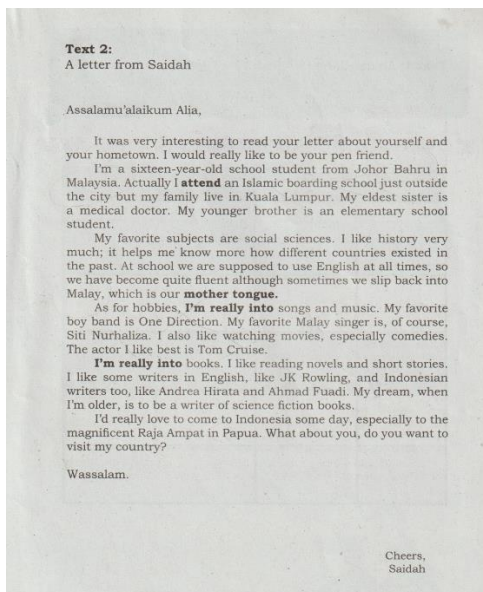


Figure 10 The Representation of Religion Culture Theme

Figure 10 exemplifies 'religion' culture theme in the textbook published by the Indonesian Ministry Education

and Culture. In this respect, the 'religion' culture theme is depicted through the personal letter which are opened and closed using Islamic greetings *Assalamu'alaikum* and *Wassalam*.

The findings of the current study indicated that there is imbalance representation of the cultural themes. In particular, the 'religion' appear to be the least frequent culture theme occur whereas 'art', 'environment' and 'social' culture theme seem to be dominant in the textbook. These findings correlate with the previous studies in which culture themes related to 'religion', 'beliefs/values', 'way of life' were the least popular culture theme in the the textbook being analyzed (Kim & Paek, 2015; Meidani & Pishgadam, 2013; Sadeghi & Sepahi, 2017)

4. CONCLUSION

After analysing the data, the study draws on two conclusions. First, in terms of representation of three Concentric Circles the study found that all the three circles are represented in the three textbooks. However, there seems to be a hierarchy of frequency occurrence from the three circles: Expanding Circle, Inner Circle and Outer Circle respectively. Second, with regards to culture themes, the respresentation of six culture themes in the three textbooks seems to be imbalance. Only the textbook published by the Ministry of Education represent six culture themes: 'art', 'environment', 'social', 'political systems and institution', 'religion', and 'personal'. Ironically, the 'religion' culture theme seems to be absent in the two textbooks published by Yrama Widya and ESPS Erlangga, despite the recognition of religions in Indonesia. The findings of the current study can provide insights to the local publishers in Indonesia particularly related to the choice of materials to ensure the balance proportion between the three Circles and six Culture themes. The study also argues that the teacher has a significant role in selecting the English textbooks by taking the representation of the three circles and six culture themes into consideration

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