

**THE TEACHER'S STRATEGIES IN APPROPRIATING THE FOREIGN
CULTURAL CONTENTS TO TEACH ENGLISH WITHIN EFL
CONTEXT IN JAMBI**

A THESIS

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ABSTRAK

Suchi Nirana. 2022. Strategi Guru dalam Menyesuaikan Konten Budaya Asing untuk Mengajar Bahasa Inggris dalam Konteks Bahasa Inggris sebagai Bahasa Asing di Jambi. Tesis. Thesis. Program Studi Magister Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Penelitian ini bertujuan untuk menganalisa Strategi Guru dalam Menyesuaikan Konten Budaya Asing untuk Mengajar Bahasa Inggris dalam Konteks Bahasa Inggris sebagai Bahasa Asing di Jambi. Kualitatif digunakan sebagai metode penelitian ini. Wawancara digunakan untuk pengumpulan data. Enam orang guru digunakan sebagai informan dalam penelitian ini. Terdapat tiga strategi yang digunakan guru dalam menyesuaikan konten budaya asing untuk mengajar Bahasa Inggris dalam konteks Bahasa Inggris sebagai bahasa asing. Strategi tersebut adalah memperkenalkan budaya sebagai situs identitas yang diperebutkan, menarik minat siswa melalui memperkenalkan sejarah budaya, dan memanfaatkan teknologi untuk menjelaskan budaya.

Keywords: *Konten Budaya, Buku Teks Internasional, Menyesuaikan, Konteks Bahasa Inggris sebagai Bahasa Asing.*

ABSTRACT

Suchi Nirana. 2022. The Teacher's Strategies in Appropriating the Foreign Cultural Contents to Teach English within EFL Context in Jambi. Thesis. Master of English Education of Faculty of Language and Arts of Universitas Negeri Padang.

This study aimed to analyze the teacher's strategies in appropriating the cultural contents to teach English within EFL context in Jambi. Qualitative research was used to examine this research. Interviews were used to collect the data. Six English teachers in Jambi were the participants of this research. There were three main strategies by the teachers in appropriating cultural contents to teach English within EFL context in Jambi. They were introducing cultures as a site of contested identity, appealing interests by introducing history of the cultures and bringing in technology to bring up the cultures.

Keywords: *Cultural content, Internationally-published textbook, Appropriating, EFL Context*

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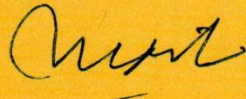


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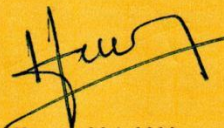
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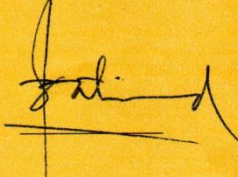
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The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The trend of globalization and internationalization has elevated not only the status and prestige of English worldwide, but also the urgency to use the English language. That is why English is considered as an important tool of communication for many people in the world. Interestingly, the number of non-native English speakers has exceeded the number of native English speakers themselves (Dewey, 2018). As the result, new varieties of English have emerged throughout the world and acquiring independent status and unique characteristics (Lee, 2016). Murata and Jenkins (2009) state that the future of English is the emergence of regional standard English (RSEes), which is used by many people regions, for example, Asia, Africa and Europe (intra-RSEes) and show the characteristics of each regions, also can be understood by other regional standard English users. This means that the standard of using English is not always oriented to native English speakers.

Despite the debates and controversies that occur around the emphasis of using standard English, many non-native English speakers are still interested to master English like the one spoken by English native speakers. The era of globalization and internationalization have a significant impact on the increasing numbers of English language users who come from non-native English speaking countries. According to Zein (2018), Indonesia was the most populous country in ASEAN and the fourth most populous in the world in 2017. This means that the market demand for English language education has increased significantly. Since the numbers of the English learners are rising, the publisher of English textbooks tend to see this as an opportunity

to make their English coursebooks to be spread all of the world. Then, the ELT publishers see this as a chance for business in education sector (Block, 2010). Then, they produce English textbooks that could be delivered all over non-English speaking countries including Indonesia. Furthermore, there are two kinds of English textbooks. They are internationally published textbooks and locally-published textbooks. Those are two kinds of the textbooks which can be used as the source of teaching and learning in Indonesia (Sinurat et al., 2021). Internationally-published textbooks are the textbooks that are published by foreign publisher such as *Cambridge University Press*, *Oxford University Press* and *Pearson Education* (Taki, 2008). Many schools and universities in Indonesia use those kinds of the textbooks. Meanwhile, locally published textbooks are the textbooks that are written and produced by Indonesian people such as the textbook that is published by *Erlangga*, *Yudhistira* and *Gramedia*.

However, the use of internationally-published textbooks in Indonesia is higher than the use of locally-published textbooks (Zacharias, 2005). The presence of internationally-published materials makes the material that is published and written in Indonesia as ‘a stepchild’ in its own home (Zacharias, 2005). Along with, Sinurat et al. (2021) explain in their study that the EFL teachers have a positive belief on the utilization of internationally-published textbook in accommodating the needs of the students. The teachers prefer to adjust the materials by doing a mapping between the basic competencies from Curriculum 2013 and the materials from the internationally published textbook. Block (2002) states that the use of English textbooks in all levels of education are needed in almost all non-English speaking countries. In Indonesia, English has become an obligatory lesson in public and private schools curricula. Likewise, the access to the internationally-published textbooks is not difficult in this internet era. People can easily order the internationally-published textbooks only

through a gadget that is connected to the internet. That is why, the internationally-published textbook distribution easily enters many non-English speaking countries. So that, teachers will not difficult to get the textbook and they could use it in their language classrooms.

Nevertheless, there is an issue in teaching English by using the internationally-published materials. There are many things that teachers must pay attention to. It is not only about teaching how to encourage a student could speak foreign language but also a teacher must pay attention to the cultural elements contained in the textbooks, so that the students are able to master a language as a whole. As Karam (2019) states that a language is a part of culture and culture is a part of language. Unfortunately, some teachers seem to ignore the importance of teaching culture in the internationally-English textbooks. That is why the importance of cultural contents in the textbooks has rarely been addressed in previous research, even it has serious impact to the students' views on the other cultures.

Luo (2017) also explains that the lack of appropriate materials is one of the challenges faced by the teachers in providing EFL oriented instructors. Whereas, teaching materials are the most important component to support the success of the teaching and learning process. Meanwhile, it is impossible to separate learning a language and learning a culture. Rahim & Daghigh (2019), language learner becomes plurilingual and develops interculturality when they use internationally-published materials. In addition Liddicoat & Scarino (2013) state that in approaching language education from an intercultural perspective, it is important to see that culture is broad, but it is oriented towards the experiences of people's life .

Along with, Zacharias (2005) argues that the textbook is a central component in classroom practice and affects the teaching and learning process in the classroom.

In addition, international textbooks used by many non-English speaking countries are textbooks published by *Cambridge University Press* as a popular and leading publisher (Zarei & Khalessi, 2011). However, the teachers face some challenges in using this textbooks. There are many topics in the text book that are culturally different with EFL students' life context. Meanwhile, the internationally-published textbook does not guide the teachers in delivering cultural contents in their teaching practice.

Afterwards, rather than examining the cultural content presented in the textbooks, some studies have explored teachers' perceptions and use of English textbooks. It is found that while teachers preferred internationally-published textbooks to locally-produced materials, they would modify textbook content and tasks to suit the learners' context (Zacharias, 2005). Likewise, Luo (2017) explains in his research that the teachers choose to select certain units from the textbooks rather than selecting the whole units from the textbook in teaching EFL students because the students do not understand the cultural content being discussed. Also, Mutairi (2019) defines that in terms of encountering the socially inappropriate texts or items in the textbook *Empower B1+*, the results of the interviews showed that most of the EFL teachers preferred to skip such articles.

Considering some challenges that the teachers face, then the teachers' competency in teaching English is necessary to determine the success of the students in learning foreign language. In teaching English, the teacher may not separate the language and the culture in order to make the students comprehend the language as a whole, not just a tool of communication to foreigners. Therefore, the researcher proposes a research entitled "The Teacher's Strategies in Appropriating the Foreign Cultural Contents to Teach English within EFL Context in Jambi" in order to know

what appropriate strategies that the teacher used in teaching English by using Internationally-published textbooks.

B. Identification of Research Problems

There are some problems which could be identified by the researcher related to the teacher's strategies in appropriating the foreign cultural contents to teach English within EFL context in Jambi. Besides, there have been many studies that have explored the importance of conveying the cultural contents for teaching EFL students. Considering that most of the internationally-published textbooks do not guide the teachers in delivering cultural contents in their teaching practice, Then the researcher is interested to investigate the teachers' strategies in teaching English in the classroom. In doing this research, the researcher investigated the strategies used by the English teachers in teaching the materials which are culturally different from the learners' native context.

C. Limitation of the Research

Based on the identification of the problems above, this research focuses on the teacher's strategies in appropriating the foreign cultural contents to teach English within EFL context in Jambi. The participants were 6 English teachers in Jambi Province who teach general English students in intermediate level from different private courses. The textbook that the researcher used as the reference in doing this research is "*Speak Out*" that is written by Clare and Wilson (2015) and published by *Pearson Education*.

The researcher interviewed those English teachers to investigate the teachers' strategies in appropriating the foreign cultural contents material through in-depth interviews. The researcher showed the content of the textbook before asking some questions to know their strategies in teaching culture in English classroom.

D. Formulation of the Problems

Many researchers have investigated the cultural contents found in the internationally-published materials. Culture teaching is helpful in order to make the students more interested in the study of foreign language. Many studies revealed that language can not be separated with the culture. When the teachers only focus on teaching language, then the students would ignore the tolerance to the cultures of other people. As the result, they would not know how to appreciate other people and how to build a good communication with people from different cultures. Accordingly, it becomes important to see how the teachers convey the cultural contents to EFL students. In other words, the teachers need to have knowledge about the culture of native English speakers. Furthermore, this research is conducted to analyze the the teacher's strategies in appropriating the foreign cultural contents to teach English within EFL context in Jambi.

E. Research Questions

This research analyses the teacher's strategies in appropriating the foreign cultural contents to teach English within EFL context in Jambi.

The research questions in this research are;

1. What strategies do teachers use in appropriating the cultural-content materials to teach English within EFL context in Jambi?
2. To what extent are the cultural-content materials taught by the teachers to teach English within EFL context in Jambi?

F. Purposes of the Research

Considering the importance of teaching culture in the English language classroom, the researcher conducts this research with the aim to analyze the teacher's strategies in appropriating the foreign cultural contents to teach English within EFL context in Jambi.

G. Significance of the Research

This research is expected to give significances theoretically and practically. This research serves important information about the teacher's strategies in appropriating the foreign cultural contents to teach English within EFL context in Jambi. Theoretically, it is expected that the result of this research improves the theories especially about teaching cultural contents material for EFL students in language classroom. It could be used as the information about teachers' strategy in appropriating the foreign cultural contents to teach English for EFL students, especially in Jambi Province. Then as practically, the result of this research is expected to make the English teachers can improve their teaching strategy in appropriating the cultural contents material for EFL students in the language classroom, especially in Jambi Province.

H. Definition of Key Terms

1. Cultural content is the culture and custom of western countries found in international textbooks.
2. Internationally-published textbook is the genre of English language textbook which is written and produced by foreign people or foreign publisher and used internationally.

3. Appropriating is delivery of material with the right methods and approaches to EFL students.
4. Teachers' strategy is an educational technique, method or plan of classroom actions or interactions to reach learning goals.
5. EFL Context is the most suitable meaning that can support or add clarity to the meaning of a situation related to English as a Foreign Language learners.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

There are some aspects that can be discussed dealing with the literature of analyzing the teacher's strategy in appropriating the foreign cultural contents to teach English within EFL context in Jambi. In this part, there are six main points that will be discussed, namely internationally-published textbooks, locally-published textbooks, definitions of culture, cultural contents in the English textbooks, the strategies in teaching culture in the language classroom, and choosing an appropriate teaching methodology.

1. Foreign Cultural Contents in Internationally-Published Textbooks

Internationally-published textbooks are the textbook published by foreign publishers such as *Cambridge University Press*, *Oxford University Press* and *Pearson Education* (Taki, 2008). Moreover, Zacharias (2005) in her study entitled *Teachers' Beliefs about Internationally-Published Materials: A Survey of Tertiary English Teachers in Indonesia* explains that, most respondents believe that material published internationally preferable to locally published. In addition, respondents stated that materials from English-speaking countries are preferred because they use 'perfect' English despite the international role that English has today. Additionally, respondents mentioned that locally published materials are not available, so that internationally-published materials are preferred.

Furthermore, Rahim & Daghigh (2019) state that many studies have shown the cultural contents in internationally-published textbooks is incompatible with the target culture and international culture. They examined that the imported global course

books make very little or no reference to the learner's own culture. Imbalances in the representation of sources, targets, and other cultures in textbooks come at the expense of learners' learning. They also examined that to ensure marketability of the material in the global context, publishers are unable to include specific source cultures.

Along with, Gray (2013) declares that the English language course book is not only a pedagogical tool but also a cultural artefact. He explains that English language teaching materials are never neutral and represent very particular understandings of language, communication, learning, education, and so on. It is part of a broader range of discursive and cultural practices that emanate from the West. Moreover, Nahrkhalaji (2012) explains that the internationally-published textbooks are not designed for a particular group of learners with specific needs. The result of the study also shows that some teachers believe that a good book is a book that meets the needs of students. In addition, she explains that the ELT textbooks as the printed form of instructional materials have significant role in any English language teaching program. She proposed some advantages of ELT textbooks when it is adopted accurately and applied efficiently, they are: 1). The advantage of using textbooks is their psychological necessity for students, 2). The credibility that makes them more reliable than teacher-generated or in-house materials, 3). The potential to occupy some additional roles in the ELT curriculum, 4). Cost-effectiveness, 5). Having different textbooks with high quality and reasonable prices ready to select from, the teachers do not have to make their own materials, 6). The textbooks help teachers be pedagogically innovative by mooting brilliant ideas.

However, despite the shortcomings and criticisms of internationally-Published Textbooks, it cannot be denied that such course books are still favored by teachers, especially in the context of EFL. As Zacharias (2005) explains that the material