STUDENTS' PERCEPTION TOWARDS CULTURAL COMPONENTS IN ENGLISH TEXTBOOK ENTITLED 'WHEN ENGLISH RINGS A BELL'

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ABSTRACT

Textbooks were one of the supporting materials for learning. The textbook that was chosen by the teacher has a very big role for students. This can be proven through student learning outcomes in understanding foreign language materials related to culture. That was why researcher conducted research on students' perceptions of understanding the cultural components contained in an English textbook entitled When English Ring a Bell. The purpose of this research was to determine students' perceptions towards cultural component in English textbooks. In this research, the researcher was used descriptive qualitative research. Subject of this research is students of VIII grade SMP Advent Surakarta. This research was used descriptive qualitative and the data were obtained by interviewing English teacher and questionnaires consists of 49 questions that were distributed to the students via Google Forms. The results of the interview with English teacher regarding students' understanding of the use of cultural components in English textbooks indicate that students need to be directly involved in practicing the material in the textbooks, so that students better understand the material even though some students lack of speaking and pronouncing skill. The results of the questionnaire show that students' perceptions of understanding the use of cultural components through textbooks were supported through the role of the teacher, the display design of textbooks and materials that are easy to understand, but not optimal, this is due to the use of additional learning media other than textbooks.

Keywords: Student perception, cultural components, English textbook.

INTRODUCTION

English as a foreign language must be mastered by some people, either students, teachers, and several groups. Teaching EFL (English for Foreign Language) in the 21st century learning could completely prepare learners to use English appropriately. Focus of teaching EFL is considered by educators to equip and empower their students for this century. Learners who develop their English language skills will lead them towards innovation and equity. These days, the English language is becoming the world's language. It is the language of choice in most countries of the word and is playing a very significant role in bringing the world wider. The use of English is widespread in science today and in higher education around the world (Ilongo, 2015). "21st century skills" shape students to need and be able to go beyond learning content knowledge and life skills such as communication, creativity, cross-cultural collaboration and understanding, and critical thinking (Teo, 2019). This preparation certainly started from school.

Textbook have a direct effect on students in developing their English skills. It helps their imagination in understanding the material, culture and real picture of the English language. Language learning is inseparable from culture. They are an inseparable unit. Culture has a role in language, it is necessary to include a cultural component in language learning (Rostami, 2016). Learning culture will be a challenge as well as motivation at the stage of developing curiosity of young students, especially junior high school students. Culture is the main key language, where the components of cultural content contained are attitudes (curiosity, openness, readiness to suspend one own's beliefs, etc.), knowledge (social group and their products), basic skills interpreting and relating (documents, understanding about another culture), skills of discovery and interaction. Students can find it through the textbooks they use at school (Rodríguez, 2018). Another researcher speculated that students are eager to learn more about the source culture than the target language culture. Students want to introduce their culture to the world using the target language (Santosa, 2015). A language course concerned with 'culture', then, broadens its scope from a focus on improving the 'four skills' of reading, writing, listening and speaking, in order to, help learners acquire cultural skills, such as strategies for the systematic observation of behavioral patterns (Corbett, 2013). There are three types of culture that can be presented in textbooks and language materials: target culture which includes the

culture of inner circle countries, source or local culture that refers to the culture of the students themselves, and international targets (Cortazzi & Jin, 1999).

Perceptions in language teaching can be seen through students' initial abilities in learning. In language teaching, it is also beneficial to measure learners' first language perception and comprehension abilities at the beginning of a course (Lengyel & Navracsics, 2007). Students need textbooks with good quality to be able to reach the material. National Education Standards Agency (BSNP) has special qualifications for good book: first, interesting, the use of language natural, and appropriate for students. Then, the textbook must provide vocabulary, sentences, paragraphs, and discourse appropriate for the student level (Suryani, 2018). Textbooks based on 13 curriculum contains functional materials for teacher and students to planning and understanding. Teachers must choose textbook by considering Indonesian culture with a dominant culture of English. The use of textbooks is recognized as the main component of the curriculum that has been set, including the content, the methods, procedures for teaching and learning in class, as well as systematic syllabi for teachers to follow in teaching certain subjects (Arianingsih, 2017).

Based on the description above, the author wanted to know about students' perception in learning English, cultural towards components in English textbook entitled When English Rings A Bell, and the use of local cultural components in English textbook entitled When English Rings A Bell for the eighth grade of SMP Advent Surakarta 2019/2020 academic year.

METHOD

This research was descriptive qualitative research using triangulation method. Triangulation method was an efficacious technique that facilitated data validity through cross-verification from two or more references (Honorene, 2017). Data triangulation, which entails gathering data through several sampling strategies, so that slices of data at different times and social situations, as well as on a variety of people, are gathered (Denzin, 1970). Can be conclude that triangulation method was used to check the correctness and information that researcher needs to obtain actual data.

The subject of this research was the eighth grade of SMP Advent Surakarta 2019/2020 academic year. Interviewed and questionnaires selected by the researcher in collecting data. The researcher interviewed Ms. S as the eighth grade English teacher at SMP Advent Surakarta and asked 10

questions about students' perception towards cultural components in English textbook entitled "When English Rings a Bell". Besides that, 49 Questionnaires were distributed to 26 students via Google Forms. The questionnaire has four indicators included three problem statements related to students' perception in learning English, students' perception of cultural components in English textbook

RESULT AND DISCUSSION

In this stage, the researcher describes the results of questionnaire of each problem statement. This research results were from three problems statement including four indicators: Perception of students' in using textbooks as a foreign language / culture, student understanding of cultural components, students' perception of the cultural contents of the English textbook and student perception of Indonesian cultural components in the textbook *When English Rings A Bell.*

Table 1. The result of students' perception in using textbooks as a foreign language from Google Forms.

No	Questions	Scale				
		STJ	TJ	R	S	SS
1	I need to use textbook as a learning tool in English.	3,8%	15,4%	7,7%	42,3%	30,8%
2	I helped understand English through textbook.	7,7%	7,7%	11,5%	54,7%	15,4%

and students' perceptions towards the use of local cultural components in English textbook entitled When English Rings A Bell foreighth grade of Advent Junior High School. The data was collected to analyze students' perception towards cultural components in English textbook entitled *When English Rings A Bell* for the eighth grade of SMP Advent in 2019/2020 academic year.

3	I use textbooks to study more than a language.	3,8%	3,8%	26,3%	42,3%	23,1%
4	I use textbooks to learn about my culture and traditions.	7,7%	15,4%	34,6%	19,2%	23,1%
5	I have more than 1 English textbook to study.	3,8%	11,5%	23,1%	26,9%	34,6%
6	I can help my friends understand English language lessons through textbook.	3,8%	3,8%	23,1%	50%	19,2%
7	I use textbook to help improve my reading skills.	3,8%	11,5%	15,4%	42,3%	26,9%
8	I use textbook to help my speaking skill.	0%	7,7%	23,1%	46,2%	23,1%
9	I use textbooks to help with my foreign language writing ability.	3,8%	3,8%	15,4%	57,7%	19,2%
10	I was able to develop my foreign language talent through textbook.	3,8%	7,7%	42,3%	26,9%	19,2%
11	I found my interest in foreign languages through textbook.	3,8%	0%	46,2%	30,8%	19,2%
12	I understand the contents of the textbook because the contents are	3,8%	3,8%	30,8%	34,6%	26,9%

easily understood in accordance with the written.					

From twelve questionnaires above, the results were: 1) mostly 42,3% of the students said "Agree", that the students obliged to use English text books at school. 2) 57,7% of the students said "Agree", that the students are helped in understanding English throughtextbooks. 3) 42,3% of the students said "Agree", that students use textbooks to learn more than one language. 4) 34,6% of the students said "Hesitant", that the students use textbooks to learn about culture and traditions. 5) 34,6% of the students said "Very Concur", that they have more than one English textbook for studied. 6) 50% of the students said "Agree", that they can help friends in understanding English learning material through textbooks. 7) 42,3% of the students said "Agree", that they use textbooks to help improving their reading skill. 8) 46,2% of the students said "Agree", that they use textbooks to help their foreign language speaking skill. 9) 57,7% of the students said "Agree", that they use textbooks to help their foreign language writing skill. 10) 42,3% of the students said "Hesitant", that they are able to develop their foreign language talents through textbooks. 11) 46,2% of the students said "Hesitant", that they find their interestin foreign language through textbook. 12) 34,6% of the students

said "Agree", that they understand the contents of the textbook because the contents are easy to understand according to what is written.

The researcher divides two indicators from the first problem statement, students' perception in learning English on Table 1. And Table 2.

Table 2. The result of students' understanding of cultural components from Google Forms.

No	Questions	Scale				
		STJ	TJ	R	S	SS
13	I am an Indonesian citizen.	3,8%	3,8%	15,4 %	19,2 %	57,7 %
14	I can speak Bahasa fluently.	3,8%	7,7%	19,2 %	19,2 %	50 %
15	I can speak local language fluently.	0%	7,7%	23,1 %	34,6 %	34,6 %
16	I learn Bahasa since I was born.	7,7%	7,7%	11,5 %	26,2 %	46,2 %
17	I can speak other than Bahasa Indonesia.	7,7%	3,8%	15,4 %	38,5 %	34,6 %
18	I chose something I like based on color.	3,8%	7,7%	11,5 %	30,8 %	46,2 %
19	I chose something I like based on the shape.	3,8%	11,5 %	15,4 %	23,1 %	46,2 %
20	I chose something I liked based on the price.	3,8%	3,8%	26,9 %	42,3 %	23,1 %
21	I choose something I like based on invitations.	7,7%	11,5 %	42,3 %	15,4 %	23,1 %
22	I join the flag ceremony every Monday.	0%	11,5 %	15,4 %	19,2 %	53,8 %
23	I have the school uniform and the equipment.	0%	7,7%	19,2 %	19,2 %	53,8 %
24	I celebrate the national days.	0%	7,7%	26,9 %	50%	15,4 %
25	I can make the English sentence with formula.	7,7%	11,5 %	34,6 %	30,8 %	15,4 %

From thirteen questionnaires above, the results were: 13) 57,7% of the students said "Very Concur", that they are Indonesian citizens. 14) 50% of the students said "Very Concur", that they can speak Bahasa fluently. 15) 34,6% mostly the students said "Agree" and "Very Concur", that they can speak the local language fluently. 16) 46,2% of the students said "Very Concur" that students learn Indonesian language since they were born. 17) 38,5% of the students said "Agree", they can speak languages other than Bahasa. 18) 46,2% of the students said "Very Concur", that the students choose something they like based on the color. 19) 46,2% of the students said "Very Concur", that they choose something they like based on the shape. 20) 42,3% of the students said "Hesitant", that they choose something they like based on the price. 21) 42,3% of the students said "Hesitant", that they choose something they like based on an invitation. 22) 53,8% of the students said "Very Concur", that they attend the flag ceremony every Monday. 23) 53,8% of the students said "Very Concur", that they have school uniforms and equipment. 24) 50% of the students said "Agree", that they celebrate national days every anniversary. 25) 34,6% of the students said "Hesitant", that they can make English sentences with the formula.

The researcher takes an indicator from the second problem statement, students' perception of cultural components in English textbook on Table 3.

Table 3. The result of students ' perception of cultural components in the English textbook from Google Forms.

No	Questions	Scale				
		STJ	TJ	R	S	SS
26	I found local languages from the English textbook.	3,8%	15,4%	61,5%	15,4%	3,8%
27	I found interlocal languages in the English textbook.	7,7%	3,8%	65,4%	23,1%	0%
28	I can distinguish foreign cultures and local cultures in English textbooks.	3,8%	11,5%	57,7%	23,1%	3,8%
29	I'm interested in textbook because it looks interesting.	3,8%	3,8%	34,6%	42,3%	15,4%
30	I am interested in textbooks because there are cultural elements.	7,7%	3,8%	57,7%	26,9%	3,8%
31	I am interested in textbooks because of the cultural elements of my country.	0%	7,7%	38,5%	46,2%	7,7%
32	I found age differences in English textbook.	3,8%	3,8%	53,8%	42,3%	7,7%
33	I found gender differences in English textbook.	3,8%	7,7%	38,5%	42,3%	7,7%
34	I found mutual respect in English textbook.	0%	7,7%	50%	26,9%	15,4%
35	I can read the sentence/spelling on English textbook.	3,8%	7,7%	15,4%	30,8%	42,3%
36	I can work on individual exercises from English textbook.	3,8%	3,8%	19,2%	30,8%	42,3%

| 37 | I can do exercises in groups from English textbook. | 7,7% | 3,8% | 19,2% | 26,9% | 42,3% |
| 38 | I can learn how to greet others in English through When English Rings A Bell textbook. | 7,7% | 0% | 30,8% | 34,6% | 26,9% |

From thirteen questionnaires above, the results were: 26) 61,5% of the students said "Hesitant", that they find local language in English textbook. 27) 65,4% of the students said "Hesitant", that they found languages from other countries in English textbooks. 28) 57,7% of the students said "Hesitant", that they can distinguish foreign culture and local culture in English textbooks. 29) 42,3% of the students said "Agree", that they are interested in textbooks because the pictures are attractive. 30) 57,7% of the students said "Hesitant", that they are interested in textbooks because there are elements of local culture. 31) 46,2% of the students said "Agree", that they are interested in textbooks because there are elements of foreign culture. 32) 53,8% of the students said "Hesitant", that they find age differences in English textbooks. 33) 42,3% of the students said "Agree", that they find gender differences in English textbooks. 34) 50% of the students said "Hesitant", that they found mutual respect in English textbooks. 35) 42,3% of the students said "Very Concur", that they can read sentences or spellings in English

textbooks. 36) 42,3% of the students said "Very Concur", that they can do the assignments individually in English textbooks. 37) 42,3% of the students said "Very Agree", that they can do the assignments by groups in English textbooks. 38) 34,6% of the students said "Agree", that they can learn how to greet others in English through *When English Rings A Bell* textbook.

The researcher takes an indicator from the third problem statement, students' perceptions towards the use of local cultural components in English textbook entitled *When English Rings A Bell* for the eighth grade of Advent Junior High School on Table 4.

Table 4. the result of Student perception of Indonesian cultural components in the text book When English Rings A Bell from Google Forms.

No	Questions	Scale				
		STJ	TJ	R	S	SS
39	I was able to study the typical Indonesian culture event through When English Rings A Bell textbook.	11,5%	0%	46,2%	23,1%	19,2%
40	I can learn how to make an invitation of Indonesian tradition through the English textbook When English Rings A Bell.	0%	15,4%	50%	19,2%	15,4%
41	I was able to understand Indonesian school culture through the textbook	3,8%	7,7%	46,2%	19,2%	23,1%

	When English Rings A Bell.					
42	I practiced the lesson material in an English textbook entitled When English Rings A Bell.	7,7%	3,8%	42,3%	26,9%	19,2%
43	I'm interested in the image display, color and design of the English textbook When English Rings A Bell.	7,7%	3,8%	19,2%	34,6%	34,6%
44	I am not interested in the image display, color and design of English textbook entitled When English Rings A Bell.	7,7%	0%	61,5%	11,5%	19,2%
45	I found respect for an English textbook entitled When English Rings A Bell.	3,8%	0%	46,2%	30,8%	19,2%
46	I agree the English textbook entitled When English Rings A Bell can be learned by any variety of beliefs & traditions.	7,7%	7,7%	50%	15,4%	19,2%
47	I was able to easily work with exercises on English textbook When English Rings A Bell, because the sentences were easy to understand.	0%	3,8%	26,9%	38,5%	30,8%
48	I found a lot of new English vocabularies in English textbooks entitled When English Rings A Bell.	3,8%	7,7%	11,5%	26,9%	50%
49	I found less new English vocabularies i English textboo entitled Whe English Rings A Bell.	3,8%	11,5%	50%	11,5%	23,1%

From eleven questionnaires above, the results were: 39) 46,2% of the students said "Hesitant", that they able to learn about Indonesian cultural events through *When English Rings A Bell* textbook. 40) 50% of the students said "Hesitant", that they able to learn how to make invitationsfor Indonesian cultural traditions through *When English Rings A Bell* textbook. 41) 46,2% of the students said "Hesitant", that they can understand school culture in Indonesia through *When English Rings A Bell textbook*. 42) 42,3% of the students said "Hesitant", that they practice the subject matter through *When English Rings A Bell* textbook. 43) 34,6% of the students said "Agree" and "Very Concur", that they are interested in the appearance of pictures, colors and designs of an English textbook entitled *When English Rings A Bell*. 44) 61,5% of the students said "Hesitant", that they find Javanese cultural traditions in an English textbook entitled *When English Rings A Bell.* 45) 46,2% of the students said "Hesitant", that they find respectful act in the English textbook entitled *When English Rings A Bell*. 46) 50% of the students said "Hesitant", that the English textbook entitled *When English Rings A Bell* can be enjoyed by various believes & traditions. 47) 38,5 % of the students said "Agree", that they can do the exercises easily in the English textbook entitled *When English Rings A Bell* because the sentences are easy to understand. 48) 50% of the students said

"Agree", that they find many new English vocabularies in English textbook entitled *When EnglishRings A Bell.* 49) 50% of the students said "Hesitant", that theyfind that there are differences in ethnicity & race in Indonesia from English textbook entitled *When English Rings A Bell*.

DISCUSSION

From the first problem statement about students' perception in learning English can be concluded that students enthusiastically learning English at the eighth grade. The students' helped understand English material through textbooks. The students used textbook to improving their reading skill. Textbook will become an agent of change if it gives the teacher a clear picture of what change is like and aclear practical guide on how to apply it in class (Richards & Renandya, 2002). The students used textbook to improving their speaking skill. A language course concerned with 'culture', then, broadens its scope from a focus on improving the 'four skills' of reading, writing, listening and speaking, in order to, help learners acquire cultural skills (Corbett, 2013). Textbooks which students used were easy to understood in accordance with the written. English textbook may lead students' understanding about cultural things (Miyazaki, et al, 2016). Students' were able to making good sentence in English.

Students' perception in learning English was supported by many things, for instance teacher's guidance through learning materials example textbook that can help improving their language skill. It is in accordance with (Matsuda, 2003), teaching materials can improve their representationof English as International Language. The role of English teacher influences students' perception and understanding by textbook or materials learning that students use directly in learning to preparing their future. This statement in accordance with the previous research by (Sritulanon, 2015) that textbook was developed to be used as English teaching material and professional preparation.

From the second problem statement about students' perception of cultural components in English textbook was motivate students to practice it. The students' found their local language in the English textbook. Local / source culture materials refer to the textbooks which present language learners' own culture (Qodriani & Kardiansyah, 2018). Students' interested in textbook because of their national cultural elements. Students' found mutual respect in English textbook. Culture is a fuzzy set of basic assumptions and values, orientations to life, beliefs,policies, procedures and behavioral conventions that are shared by a group of people (Oatey,

2012). Students' interested in textbook by the cultural elements on it. Students' found age differences in English textbook. Textbook users interact with document content to learn the language skills needed to communicate in a foreign language (Herlina, Djajanegara & Suendarti, 2020). This statement is certainly focused on the role of textbooks that teacher chooses were easy to use by students and have an attractive appearance so it was a great medium for teachers to involve students' roles in practicing the cultural component material in textbooks directly and doing exercise tasks through LKS. This statement in accordance with the previous research by (Lamatokan, 2018) teachers make effective teaching to support students' success in learning cultural content in English textbooks.

From the third problem statement about students' perceptions towards the use of local cultural components in English textbook entitled *When English Rings A Bell* for the eighth grade of Advent Junior High School can be concluded that English textbook entitled *When English Rings A Bell* was quite helpful for English teacher. To teach English correctly and precisely, that it is integrating culture with the target language so students know how to use the material they are learning appropriately (Marhamah, Daud & Samad, 2017). An

effective education demands an understanding of the culture we need to start by looking at surface level feature of a culture (Amer, 2016). There were some local cultures in English textbook to learned. Students' learn how to greet others in English through When English Rings A Bell textbook. Students' was able to understand Indonesian school culture through When English Rings A Bell textbook. teaching of culture in ELT should include cultural knowledge, cultural values, cultural behavior and cultural skills (Tomalin, 2008). Students' found respect acts through When English Rings A Bell textbook. Students' interested in the display, colors and design of When English Rings A Bell textbook. It is in accordance with statement, the cultural materials should not be limited to native English-speaking countries and should include local cultures (Alsagoff, et al, 2012). Students' practice the lesson material in When English Rings A Bell textbook. It is in accordance with the previous research by (Awang & Kasuma, 2010) teachers are willing to take necessary actions to ensure their success in learning literature as well as acquiring the language.

CONCLUSION

After describing and analyzing data, researcher can conclude based on the results of students' perception in learning

English: the use of *When English Rings A Bell* English textbook as a medium for learning the cultural components of students is considered not to have a major effect on the teaching and learning process in school.

Based on the results of students' perception of types of cultural components in English textbookentitled *When English Rings A Bell*: the students face several obstacles, namely their pronunciation and speaking skills are not optimal.

Based on the results of students' perceptions towards the use of local cultural components in English textbook entitled *When English Rings A Bell*: the teacher involves students directly in practicing or role playing local cultural materials found in English textbooks.

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