IMPROVING STUDENTS' MOTIVATION IN SPEAKING ABILITY BY USING STORY RETELLING

Samsudin✉ & Alim Sukrisno

English Language Education Postgraduate Program Universitas Negeri Semarang, Indonesia.

Article Info	Abstract
	Cultural understanding is the core of language acquisation. This study aimed at presenting the cultural elements and cultural types, describing the frequency of cultural elements and cultural types in Englihs textbooks of 2013 currirulum and describing the level of the quality of English textbooks in terms of intercultural awareness. This study employed a qualitative research design. The data are the cultural elements and cultural types in English textbooks of 2013 curriculum grade X, XI and XII. The results show that English textbooks grade X, XI and XII contained 490 cultural elements consisting of 232 products, 75 practices, 11 perspectives and 172 persons. While cultural types contained 490 consisting of 127 source culture, 170 target culture, 64 international target culture and 130 culture free. From the results of the study, it can be concluded that the presentation of cultural elements and cultural types are balanced enough. And third English textbooks are equality to use in terms of basic cultural awareness. Whereas, advanced cultural awareness and intercultural awareness level do not support students to have intercultural awareness. From the results above the authors of English textbooks should put the cultural information explicitly either source culture, target culture, international target culture or culture free as a comparison and contrast between them.

✉ Correspondence:
E-mail: samsudinsyam18@yahoo.com
Kampus Unnes Bendan Ngisor, Semarang, 50233

INTRODUCTION

The fact that English has become a world language is a concept that cannot be denied. Therefore, an enormous amount of intercultural sensitivity has risen in recent years. As a result, the need for developing intercultural awareness has gained tremendous attention.

English also has been introduced from its culture, either source culture, target culture or international target culture. These cultures are naturally embedded in English, either in the form of habits, foods, norms, values, general beliefs, or life styles. These are often found when learners learn English through some media, such as television, newspaper, novel, book, or textbook.

In general, learning a foreign language involves learning different aspects of the culture in which the language is used and sometimes also how other cultures are presented in that particular culture because language depicts culture of its own and other cultures too. In Cortazzi and Jin's classification (1999:240-5), EFL materials load *source culture, target culture,* or *international target culture.* These three categories of culture suggest that EFL materials that contain source culture mean that they present language learners' own culture, such as textbooks produced at national level. This type of materials are aimed at enabling learners to talk about their own culture to foreign visitors instead of preparing the students to encounter other cultures.

Besides containing information on source culture, target culture, and international target culture, EFL materials also contain four elements of culture (Yuen, 2011:462-4): *products, persons, practices* and *perspectives.* In the EFL materials, *products* relating to entertaiment appear most frequently. For example, Hollywood movies and television programmes (such as Spider-Man andSurvivor). Other kinds of product include food (for example 'fish and chips'and 'tom yum soup'), merchandise (such as Barbie and 'sari'), print (for example Harry Potter and Time), and travel (places such as LotteWorld and Colosseum). In some cases,

they appearmostly as a name mentioned in the text with some description, but in others, they are literary works such aspoems and stories, songs, news, or fashion whose original content is featured. Some commonly known products of foreign cultures appear in both samples, for example, 'pasta', 'kimchi', Superman, and Universal Studios.

Cultural understanding is the core of language acquisition. Therefore, the consideration of material is greatly important in teaching English as a foreign language. The materials are usually presented in textbooks or course books, videos and audio materials, computer sofwares, and visual aids. Among there materials, textbooks become the favored use among the teachers in Indonesia.

Therefore, the process of textbook selection should be a careful and thorough process. English textbooks should not only be attractive in term of their visual presentation, but also should consider some other factors, such as their appropriateness to learners' socio-economic background and cultural background. Otherwise, English textbooks will not be the good cultural agents which support intercultural awareness. When learners are not exposed to enough cross-cultural knowledge, they are prone to be misinterpreting other cultures or streotyping. Thus, EFL textbooks are expected to provide rich cultural exposure involving not only source culture, but also target culture and international target culture.

Based on the description above, textbook evaluation and cultural consideration are urgent to investigate because the intercultural understanding influences students' attitude, knowledge and skill. This study aims to describing the cultural elements and cultural types and presenting the quality of English textbook of 2013 curriculum in terms of intercultural awareness.

CULTURE

Culture is the characteristics of a particular group of people, defined as everything from

languages, religions, cuisines, social habits, musics and arts. Culture is what makes countries unique. Each country has different cultural activities and cultural rituals. Culture is more than just material goods, that is things the culture uses and produces. Culture is also the beliefs and values of the people in that culture. It includes the way people think about and understand the world and their own lives. It can vary within a region, society or sub group. A workplace may have a specific culture that sets it apart from similar workplaces. A region of a country may have a different culture.

Wardhaugh (2006:221) says that culture is the 'know-how' that a person must possess to get through the task of daily living; only for a new does it require a knowledge of some, or much, music, literature, and the arts. Utley (2004:8) 'Culture, a system of beliefs and values shared by a particular group of people, is an abstraction which can be appreciated intellectually, but it is behavior, the principal manifestation and most significant consequence of culture, that we actually experience. To put it in another way; it is culture as encountered in behavior that we must learn to live with.

Some people say that language is the mirror of culture, in the sense that people can see a culture through its language. Brown (2001:165) describes the relation of the two as follows: "A language is a part of a culture and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture." In one word, culture and language are inseparable.

CULTURAL ELEMENTS

According to Standards for Foreign Language Learning (in Yuen 2011) the different aspects of culture can be termed products, practices and perspectives. Moran (2001:25) added 'persons' as another factor to be considered.

Product
Product relating to entertainment appear most frequently, for example, Hollywood movies and television program (such as Spider-Man and Survivor), food (for example 'fish and chips' and 'tom yum soup'), merchandise (such as Barbie and 'sari'), print (for example Harry Potter and Time), and travel (places such as Lotte World and Colosseum) and literary works (poems and stories whose original content is featured).

Practice
Practice refers to the real life activities which are inherited to a particular group of community and passed from generation to generation. It could be in the form of celebration or particular activities. It also refers to customs (such as Thanksgiving and Sapporo Snow Festival) and daily life (for example 'America's national sport is baseball' and 'an Indian student plays street games').

PERSPECTIVE

Perspective reflects the way a certain group of people see some aspects of life, like family relationship, friendship, concept about money, time, et cetera. It also refers to myth, fables or folktales and world views (for example Malin Kundang, Grimm's fairy tales, The Arabian Nights, etc.

Person
Person refers to figures, publicists, and other famous people either real or fictitious which are included in the culture. It could be popular artists, movies actors, pop singers, characters in a movie, comedians, fictitious or unknown people and fictional characters in stories or movies (for example Roma Irama, Barak Obama, Maher Zain and etc).

CULTURAL TYPES

In terms of cultural classification, Cortazzi & Jin (1999) classified culture into three types: source culture, target culture, international target culture. Silvia (2014) added new one else in her study namely culture free.

Source Culture

Cortazzi and Jin (1999) defined source culture as cultures reflect the leaners' own culture.For English Foreign Language (EFL) Learners in Indonesia, their source culture is local culture or Indonesian culture. *E.g: Stay,Rendang, NasiKunig, etc.*Those kinds of culture represents Indonesian culture as the original culture of EFL learners from Indonesia.

Target culture

Cortazzi and Jin (1999) defined target culture as the cultures of the countries where the target language (English) is spoken as a first language such United Kingdom and United States. It can be found in daily life such as hollywood movie, *thanksgiving day, free relationship, etc.*

International target culture

Cortazzi and Jin (1999) definedinternational target culture as the cultures reflecting neither a source culture nor target culture. This kind of cultures are coming from English or non-English speaking countries that have unique and specific own culture. *Example: Sapporo Snow Festival* in Japan, *reading story for child before going to bed,etc.*

Culture Free

Silvia (2014) added in her study one cultural type else namely culture free which is meant culture that indicate does not belong to any types of culture in Cortazzi and Jin's (1999) theory.*For example:shoe, television, Laptop, etc.*

METHODOLOGY

In this study, the writer used qualitative design, particularly content analysis of textbooks. This study was describing the cultural elements and cultural types, presenting the frequency of cultural elements and cultural types in English textbook of 2013 curriculum. In gaining the data of cultural elements amd cultural types the writer looked for the texts and pictures containing the cultural elements and cultural types. The cultural elements were categorized based on product, practice, perpective and person as proposed by Yuen (2011). Then, the

cultural elements were classified into cultural types. Cultural types were categorized based on source culture, target culture, international target culture as proposed by Cortazzi and Jin (1999) and culture free as proposed by Silvia (2014).

FINDINGS AND DISCUSSION

Cultural Elements

Cultural elements in Three English Textbooks are presented by product, such as food (satte, rendang, fish, soup, and etc), literary works (emails, poems, and stories), electronicts (laptop, guitar, sound system), buildings (house, mall, amusement park), travels (Bali Beach and Mahameru mountain), etc. Practice is presented by games (Chinese whisper and Pnatomimi) and daily dialogue containing cultural elements. Perspective is mostly presented by folktale, fables, myth and drama. Person is mostly presented by the famous person (Sukarno, B.J. Habibie, Cut NyakDien, R.A Kartini, etc), artists (Avgan, Rossa and Evan Dimas), singers, poets and etc.

Then, the total frequency of cultural elements contained in three English textbooks is shown as follows:

Table 1: Findings of Cultural Elements in Three English Textbooks

Grade	Cultural Elements				Total
	Prod	Pract	Persp	Persn	
X	101	44	3	30	178
XI	102	29	6	117	254
XII	29	2	2	25	58
Total	232	75	11	172	490
%	47.34%	15.30%	2.24%	35.10%	100%

Related to cultural elements found in English textbooks as presented in table 1 above, it shows that there are 178 cultural elements in English textbook grade X consisting of 101 product, 44 practice, 3 perspective, and 30 person. English textbook grade XI contained 254 cultural elements consisting of 102 product, 29 practice, 6 perspective, and 117 person. And the last is English Textbooks grade XII contained 58 cultural elements consisting of 29 product, 2

practice, 2 perspective, and 172 person.Based on the table above that cultural elements in those textbooks are dominated by product mentioning 232 times (47.34%), followed by persons 172 times(35.10%), practices 75 times (15.30%) and perspective 11 times (2.24).

Cultural Types

The presentation of cultural types in English textbook grade X consists of source culture (travels, famous writers, singers, famous people, rendang, rawon, bunaken national marine park, etc), target culture (famous writer, stonehenge, Wright Brother airplane, archeologist Mike parker Pearson, etc), international target culture (famous singers, food, announcement about concert cancellation in Singapore, etc) and culture free (visual illustration of persons who are playing Chinese Whisper, laptop, congratulation cards, visual illustration of spiderman, etc). Then, The presentation of cultural types in English textbook grade X consists of source culture (postcard of Indonesian market, famous people, food, etc), target culture (famous people, movies, stories, etc), international target culture (famous folklores, famous columnists, ferrari sport, biographers, etc) and culture free (invitation cards, pizza, orange juice, news, poster, etc). And the last is cultural elements in English textbook grade XII. The presentation of cultural types in English textbook grade X consists of source culture (lake toba, gadang terminal, Jawapos, traditional Baduy houses, Antasari toll, etc), target culture (bainbridge island, the pike place marker, sun juan island, boing factory, etc), international target culture (singers, Swedish academic head, etc) and culture free (ferry ship, helmet, picture of apartment, etc).

Then, the total frequency of cultural types contained in three English textbooks is shown as follows:

Table 2. Findings of Cultural Types in Three English Textbooks

Grade	Cultural Types				Total
	SC	TC	ITC	CF	
X	64	30	12	72	178
XI	34	123	47	50	254
XII	29	17	5	8	59
Total	127	170	64	130	490
%	26%	35%	13.0%	26.4%	100%

Table 2 above shows that there are 178 cultural types in English textbook grade X consisting of 64 source culture, 30 target culture, 12 international target culture and 72 culture free. Then, in English textbook grade XI contained 254 cultural types consisting of 34 source culture, 123 target culture, 12 international target culture and 50 culture free. And the last is English textbook grade XII contained 59 cultural types consisting of 29 source culture, 17 target culture, 5 international target culture and 8 culture free.Based on the table above that cultural types in those textbooks are dominated by target culture mentioning 170 times (35%), followed by culture free 130 times (26.4%), source culture 127 times (26%) and international target culture 64 times (13%).

Level of the Quality of English Textbook of 2013 Curriculum in terms of Intercultural Awareness

To describe whether the English textbooks of 2013 curriculum are quality or not to use and whether the English textbooks of 2013 curriculum raise students' intercultural awareness. The researcher used Byram (in Silvia 2014)'s criterion on evaluating English textbooks in terms of cultural content. These criterion are used to know whether the English textbooks raise students' intercultural awareness or not. Byram (in Silvia 2014) developed the intercultural awareness criterion through some stages namely: basic cultural awareness, advanced cultural awareness and intercultural awareness. Here are the intercultural awareness level mentioned in English textbooks grade X, XI and XII.

Table 3. The Level of Intercultural Awareness of the Textbooks

Criteria of basic cultural awareness (level	Status of the Textbooks	Note

1)	under study	
Culture as a set of shared behaviours, beliefs, and values;	Mentioned	This is mentioned in the form of students activities (introduction activities)
The role of culture and context play in any interpretation of meaning;	Mentioned	There is infomation about aspect of life in source culture which is different from target culture or internultural target culture.
Our own culturally induced behaviour, values, and beliefs and the ability to articulate this;	Mentioned	This is mentioned in the form of contextualized writing (writing a lette, email, invitation to other people)
Others' culturally induced behaviour, values, and beliefs and the ability to compare this with our own culturally induces behaviour, values, and beliefs	Mentioned	This is mentionded in form of postages for comparison and contrast among cultures.

Criteria of advanced cultural awareness (level 2)	Status of the Textbooks under study	Note
The relative nature of cultural norms;	Not Mentioned	
The role of culture and context play in any interpretation of meaning;	Not Mentioned	
Multiple voices or perpectives within any cultural grouping;	Not Mentioned	
Individual as members of many social groupings including cultural ones;	Not Mentioned	
Common ground between specific cultures as well as an awareness of	Not Mentioned	

possibilities for mismatch and miscommunication between spesific cultures.

Criteria of intercultural awareness (level 3)	Status of the Textbooks under study	Note
Culturally based frames of reference, forms, and communictive practices as being related both to specific cultures and also as emergent and hybrid in interultural communication;	Not Mentioned	
Initial interaction in intercultural cimmunication as possibly based on cultural streotypes or generalizations but an ability to move beyond these.	Not Mentioned	.
A capacity to negotiate and mediate between different emergent socio-cultirally grounded communication modes and frmaes of reference based on the above undestanding of culture in intercultural communication.	Not Mentioned	

Table 3 above is the intercultural awareness level presented in English Textbook grade X, XI and XII. In this table, the only basic cultural awareness (the lowest basic) is contained in three English textbooks of 2013 curriculum. They are an awareness of (1) culture as a set of shared behaviours, beliefs, and values;(2) the role of culture and context play in any interpretation of meaning; (3) our own culturally induced behaviour, values, and beliefs and the ability to articulate this; and (4) ability to compare other cultures with our cultures. Meanwhile the advanced cultural awareness (level two) and intercultural awareness (level three) are not mentioned in those textbooks.

The previous data indicated that the presentation of cultural elements is dominated by product and person. Meanwhile, Cultural types are presented balanced enough. However,

the presentation of cultural elements and cultural types were not found the points of advanced cultural awareness and intercultural awareness in three English textbooks to make the learners communicate intercultural.

Byram (2002) state that the presentation of various levels of intercultural awareness enables students to have skill, knowledge and attitude to communicate with other different groups of people who have different background. And this is greatly important to learn in this modern era.

The presentation of various cultural elements and cultural types in those textbooks should develop learners as intercultural speakers or mediatorswho are able to engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity. It is based on perceiving the interlocutor as an individual whose qualities are to be discovered, rather than as a representative of an externally ascribed identity. Intercultural awareness is awareness on the basis of respect for individuals and equality of human rights as the democratic basis for social interaction.

Discussion

Yuen (2011) mentions that language can be considered an 'artifact' or a system of code (products) used, to signify thoughts (perspectives), for communication (practices), by different people (persons). From four cultural elements, the three English textbooks show product dominating other cultural elements and followed by persons. Practice and perspective also appear but in very small number.

Table 1 clearly point out that it is dominant almost the whole culture presentation in English textbook grade X is 101 (57%). While in textbook grade XI, it occupies 102 times (40.17%) of the whole cultural elements. And in textbook grade XII, it occupies 29 times (50%). This big percentage implies that culture is mainly shown by tangible object instead of intangible objects. Products are shown by food (Pizza, stay, rendang and rawon); landmark (Borobudur, Yogyakarta tugu, National

Monument and Stonehenge); travels (Kuta beach, Toba Lake, Sameru mountain, Niagara Fall, Batu city, etc); literary work (email, letter, song, poem, etc). Practices are shown by daily activities (daily dialogues, hunting, etc). Perspectives are shown by folktales and legend. And lastly, persons are shown by the famous people of source culture (Bj. Habibie, Sukarno, RA. Kartini, Cut NyakDien, etc), target culture (William Thomas, Wright Brothers, Eric K. Taylor,etc), international target culture (Maher Zain, George Bernard Shaw, SitiNurhaliza, etc).

This dominant presence of product element is in line with Kramsch (1993)'s Survey showing that in many language classes, culture was frequently reduced to "the four Fs", which means "food, fairs, folklores and statistic facts". Similarly, it also support Yuen (2011)'s and Silvia (2014)'s study that products relating to entertaiment appear most frequently, followed by practice (celebration like Halloween, Thanksgiving, Sapporo festival), perspectives (presented in Myths, stories, folklores), and lastly persons (Au Sung Kyii and Stephen Hawking).

Then, it also results that source culture is presented as frequently as the target culture. Besides, international target culture is also quiet frequent as the source culture and target culture. The presence of various culture products in those textbooks is surely a good initiative for intercultural information. To this level, the textbooks support the learners to be aware of different cultures.

Textbooks, eventually, have a big role in facilitating the intercultural awareness of the learners. According to Byram (2001) the three components of intercultural awareness are knowledge, skills and attitudes. Having an intercultural attitude means being curious and open towards foreign cultures and being able to understand one's own attitudes. Secondly, having intercultural knowledge includes knowing about how social groups and identities of the foreign culture (and one' own culture) function. Thirdly, there are intercultural skills that should be taught to learners. These skills are e.g. comparing, interpreting and relating one's

own culture as well as the foreign cultures. Since the examined English textbooks do not contain description on the attitudes of foreign culture or international target culture explicitly, these textbooks cannot be categorized as the agent to promote successfully the learners' intercultural awareness.

By looking at the table 3 of level of intercultural awareness are presented in the those textbooks, it can be concluded that the English textbooks support basic cultural awareness (the lowest level). Though the writer decides that the basic cultural awareness (level one), the real presentation on cultural elements and cultural types do not comply all the criterion mentioned by Byram' criterion.

Achieving all level of intercultural awareness seems a too high standard for Indonesian context. Besides the fact that English is taught as a foreign language, the available English textbooks in local market have not approved or examined for their intercultural aspects. Therefore, basic cultural awareness is enough for analyzing English textbooks of 2013 curriculum published by the Minister of Education and Culture.

To achieving this intercultural awareness, textbook outhors ideally consider cultural aspects, such as cultural elements and cultural types to be presented in the textbooks. Cultural types should vary from source culture, target culture, international target culture and culture free. The textbooks should include the descriptive text explaining cultural types (source culture, target culture, international target culture, culture free). By presenting them in a seperate section to be become as a contrast or comparison between them. In raising students' intercultural awareness, there are many descriptive texts about different celebration, social life, perspective, practice in Indoneisa, United State, United Kingdom, other countries in the wholeworld. Then, the descptive texts about countries themselves should be placed in a seperate section like Cultural Note. Later, the students should be stimulated to reflect the culture to their own culture. Some questions after the cultural notes are provided, such as

"What is similar between American school system and Indonesia school system?", "What is different from American school system?", What can you learn from American students?".

CONCLUSIONS

Culture in English in English textbook for senior high school of 2013 curriculum is mostly introduced by products, such as visual illustration, virtual pictures, songs, poems, letters, foods, congratulation cards, sympathy cards, emails, stories, buildings, and so on. Then, followed by practices, such as Shadow puppetry and games. Next, perspective, such as folklore and legends. And the last is persons, such as famous singers, heroes, poets, writers, famous opinion columnists, presidents, etc.

English textbooks of 2013 curriculum Grade X, XI and XII have 490 cultural elements consisting of 232 products (47.34%), 75 practices (15.30%), 11 perspectives (2.24%) and 172 persons (3.46%). Meanwhile, in cultural types, the result of analysis of the English textbooksgrade X, XI and XII have 490 cultural types consisting of 127 source culture (26%), 170 target culture (35%), 64 international target culture (13%) and 130 culture free (26.4%).

Related to Byram (in Silvia 2014)'s criterion in evaluating intercultural awareness of English textbooks, it can be concluded that the presence of various products in the textbooks is surely a good initiative for intercultural information. To this level, the textbooks support the learners to be aware of different cultures around them and in the wholeworld. However, there is no explicit information regarding the behaviour, beliefs and values (practice and perspective elements); shared beliefs or values that certain culture hold, and how to articulate source culture values in the target language.

RECOMMENDATION

English teachers who are the users of these textbooks would better provide additional materials when they teach English using these textbooks. The materials are to present, not only

the product of culture (either Indonesian culture, target culture or international target culture) but also the practices and the perspectives, either taken from another English textbook with richer cultural information or looking for authentic resources (magazines, newspapers, radio podcasts, videos, etc).

The authors of English textbook should also consider to put these cultural information explicitly so that the learners easily notice them. Making a "cultural note", "cultural point", "cross-cultural knowledge" sessions in the textbooks are a good idea.

ACKNOWLEDGMENT

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