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BIPA TEXTBOOK: A CULTURAL CONTENT ANALYSIS
OF BASIC INDONESIAN
(AN INTRODUCTORY COURSE BOOK)

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Abstract

Culture plays its urgent role in language teaching. BIPA (*Bahasa Indonesia bagi Penutur Asing* or Indonesian Language for Foreign Speaker) is important profiency for foreign students who are taking academic learning in Indonesia. Teaching BIPA is aimed to make the teaching and learning process run easily. Using Indonesian language appropriately needs the understanding of Indonesian culture because culture would help speaker in using language appropriately in a given contex. This article reports the result of the study analyzing the cultural content of Basic Indonesian textbook, including (1) Describing how the cultural contents presented in the Basic Indonesian textbook, (2) Identifying categories of cultures which are presented in the Basic Indonesian textbook. By using qualitative research, the writers get the data from documents of pictures, comics, dialogues reading text, writing task, speaking task and listening one which are presented in each unit of Basic Indonesian textbook. However, they also employ the element of quantitative in the form of the way the data are recorded into percentages. The findings describe the cultural contents presented in the Basic Indonesian textbook dominated by pictures and reading text. Secondly, the categories of cultures which are presented in the Basic Indonesian textbook dominated by target culture (Indonesia culture).

Keywords: Cultural Content Analysis, Cultural Categories, Media of Culture Presentation, BIPA

A. INTRODUCTION

Language and culture have an inextricable and interdependent relationship. As Moran (2001: 35-38) states that language is used by individuals to express their unique identity within the culture, meaning that individuals use their own version of language to describe, understand, and respond to their experiences and themselves. Wardhaugh (in Xiao, 2010: 8) maintains that; 1) language determines thought and culture; 2) language influences thought and culture; 3) culture influences people's language; and 4) language and culture influence each other. Then, Wither-spoon (in Xiao, 2010: 8-9) says that language and culture are highly interrelated and he proposes that language cannot be studied without paying attention to the culture involved and language cannot be studied in isolation from the cultures in which they are spoken. Based on the studies above it is inferred that language and culture are interrelated. Culture plays the important role in language teaching and language also plays important role in understanding the culture.

Culture influences language teaching in two important ways: linguistically and peda-gogically. Linguistically, culture is significant in the linguistic dimension of the language itself,

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affecting the semantic, pragmatic, and discourse levels of language. Pedagogically, it influences the choice of language materials because cultural content of the language materials and cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials (Mckay: 2003). To master a language, students should learn linguistic and cultural norms.

BIPA stands for *Bahasa Indonesia bagi Penutur Asing*. It means Indonesian Language for Foreign Speaker. The writers formulate the statement of problems as follows. (1) How are the cultural contents presented in the Basic Indonesian textbook? (2) What categories of cultures which are presented in the Basic Indonesian textbook?

While the objectives of the study are: (1) To find out how the cultural contents presented in the Basic Indonesian textbook; (2) To describe categories of cultures which are presented in the Basic Indonesian textbook.

1. BIPA

BIPA is the abbreviation of *Bahasa Indonesia bagi Penutur Asing*. It means Indonesian Language for Foreign Speaker. BIPA program is developed well in Indonesia and other countries. BIPA is one of Indonesia government program. Saddhono (2014) states that the development of BIPA textbooks in Indonesia continues to be conducted by both government and BIPA program activists. The government, through the Language Agency, has published a number of BIPA books that can be downloaded from the Language Agency web page. BIPA researchers and activists in Indonesia are also continuing to innovate in developing BIPA textbooks, although many textbooks are based on local culture and traditions in Indonesia.

2. Types od Culture

There are two types of culture; Big "C" culture and Little "c" Culture. Big "C" culture refers to the culture which focuses on the products and contribution to a society and its outstanding individuals, including politics, economy, history, literature, fine arts, sciences, geography (Chastain 1988: 303, Tomalin & Stempleski 1993: 6, Pulverness 1995:9)

Meanwhile Xiao (2010: 38) designs that there are 9 themes of the big "C" culture category. Including Politics, Economy, History, Geography, Literature/Art, Social Norm, Education, Architecture and Music.

Little "c" Culture refers to the 'way of life', daily living and culture patterns including the routine aspects of life, such as food, holiday, lifestyles, customs, values, hobbies and gestures/body language (Xiao, 2010: 38)

3. Cultural Dimensions

Moran (2001) and Yuen (2011) proposed cultural dimensions as follows: products, persons, practices, and perspectives. The dimension of products can be identified by some forms like pictures, illustration or realia which show real cultural objects such as foods, movies, songs, news, fashions, buildings, paintings, which characterize or represent cartain country.

The dimension of persons refers to figures, publicists, and other famous people either real or fictitious which are included in the culture. This element may comprise artists, movies actors, and singers, characters in a movie, comedian, and the like in which readers or learners will automatically identify the origin.

The dimension of practices reflects the real life activities which are inherited to a particular group of community and passed from generation to generation. It may consist of customs (thanksgiving); daily life activities (sports such as baseball, football); and society (recycling program).

The dimension of perspective refers to the way of certain group of people see some

aspects of life such as family relationships, friendships, and concepts about money, time, polite and impolite expressions, and many others.

4. Cultural Categories

Cortazzi & Jin (1999) propose three categories of culture which are represented in a textbook. The three categories are as the following: (1) Source Culture; (2) Target Culture (3) International Target Culture

The textbook which contain source culture (SC) present the language learners' own culture/ the native cultures. While Target culture (TC) includes one or two target cultures/Indonesian-speaking countries' culture such as the culture of Indonesia and Malaysia. The textbook which contain International Target Culture (ITC) present the cultures of all countries in the world.

This is qualitative in nature study which aimed to reveal the cultural contents of BIPA Textbook: Basic Indonesian (an Introductory Course Book). This study also employ the element of quantitative in the form of the way the data are recorded into percentages. Content analysis is used in analyzing this BIPA textbook. Wallen & Fraenkel (cited in Nomnian, 2013: 17) says that content analysis is an appropriate research tool that explores particular written words, text or visual contents of selected documents

B. FINDINGS AND DISCUSSIONS

1. Media of Culture Presentation

The Basic Indonesian textbook used audio, visual and textual media in presenting the cultural contents. In this part, every audio, visual and textual media such as pictures, comic, reading text, dialogues, contextualized writing tasks and contextualized speaking tasks which expose some characteristics and/or elements representing certain groups or countries are counted as cultural presenting media.

All of the categories, senses, and dimensions of culture are delivered by cultural media.

Adaskou, Britten & Fahzi (1990: 5) states that those information takes some forms such as: 1) informative or descriptive text material, 2) texts presenting foreign attitudes and opinions, 3) dialogues about everyday life, 4) contextualized writing tasks, 5) idioms and collocations, 6) visual illustrations, or sound recording. Sugirin et al. (2011:13) said that "inserting cultural aspects can be done by textbook authors implicitly by integrating them in the language materials and explicitly by the presentation of cultural aspects as a topic of a text". He adds that most authors in the media use in the forms of pictures and writings. In this study, audio, visual and textual media is analyzed as the cultural aspects in teaching materials for content analysis studies.

The media appears 181 times in various form. Visual media appear most frequently throughout the lessons of the textbook by 89 times (49%) identification which are dominant in the form of pictures. Meanwhile, textual media are identified 36 times (20%) in whole textbook. While, audio media (listening skill) appear 56 times (31%). Its' appearance can be found in each lesson of the textbook.

In this study, Visual media cover pictures and comics, textual media cover four forms; reading/informative texts, dialogues, contextualized writing and speaking tasks. In other hand, audio media cover listening section of reading text or dialouge.

Pictures dominate the exposure of visual media than comics. There are 60 pictures (33%) which potentially expose cultural values because those pictures expose some characteristics which label them to be a part of certain countries, certain features which are able to indicate certain groups of people or country are representative of cultural values of the members. Meanwhile, comics appear 29 times (16%) but it can be found in the end of each lesson.

Reading/informative text has the highest percentage of textual media. It appears 19 times or 10% in the textbook. Reading/ informative

texts are exposed in the form of short reading text. Then, dialogues take the second place by being exposed 9 times (5%) which mostly consist of short dialogues. Next, contextualized writing tasks appear 7 times (4 %), in the forms of composing the sentences or texts, filling the gaps and summarize the text. Following this, contextualized speaking tasks appear 1 times (1 %).

Table 1. The Detailed Distribution of Visual and Textual Media in Each Lesson of the Basic Indonesian textbook.

Lesson	Audio Media	Visual Media		Textual Media			
	Listening	Picture	Comic	Reading	Dialogues	Writing	Speaking
1	2	4	2		1	1	
2	2	3	1	1			
3	2	2	2	1			
4	2	3	1		1		
5	2	3	1	1			
6	2	4	1		1		
7	2	5	1	1			
8	2	4	1		1	1	
9	2	2	1	1			
10	2	1	1	1		1	
11	2	1	1	1			1
12	2	2	1	1		1	
13	2	3	1	1			
14	2	2	1	1			
15	2	2	1	1		1	
16	2	1	1	1		1	
17	2	2	1	1			
18	2	1	1		1		
19	2	1	1		1		
20	2	1	1	1			
21	2	1	1	1			
22	2	1	1	1			
23	2	1	1	1			
24	2	3	1		1		
25	2	1	1		1		
26	2	1	1	1			
27	2	3	1	1			
28	2	2			1	1	
Total	56 (31%)	60 (33%)	29 (16%)	19 (10%)	9 (5%)	7 (4%)	1 (1%)
	56 (31%)	89 (49%)		36 (20%)			

Based on the result, it can be stated that pictures play a dominant role in presenting the cultural load because they have the highest frequency. Pictures are also well distributed since they can be found in every lessons of the textbook. While, audio media in the form of listening text or dialogue, can be found in all lessons.

Reading /informative texts are also distributed well although they are still less dominant in comparison to pictures. Contextualized writing tasks and contextualized speaking tasks just appear in some lessons. Contextualized speaking tasks are even worse. This form of textual media is only found in lesson 11. These forms of textual media are not distributed well. Based on the explanation above, it can be concluded that most of the cultural points in the textbook are presented in the form of pictures and reading text.

Some examples of visual media and presenting cultural loads:

Picture 1. Eiffel Tower

The picture exposes well-known touristic/ historical places. It is eiffel tower which is located in Paris French.

Picture 2. Comic

The picture exposes the comic with physical appearance and name of Australian (Joel) and postman, Indonesian (*pak pos*). This dialogue happens in Indonesia (*Senang di Indonesia*)?

Some examples of textual media and

presenting cultural loads:

Picture 3. Reading text

The picture exposes the reading text of geography, education, and name (*sari*)

Picture 4. Dialogue

The picture exposes the dialogue of introduction between joel (Australian) and Sari's family.

Picture 5. contextualized writing

The picture exposes the contextualized writing of Joel activities

Picture which are classified as visual media show the highest frequency of appea-rance in the whole textbook in comparison to the other mediums. This fact suggests that culture is mostly presented through tangible objects. Then, reading text which are categorized as one of the four textual media take the second place in presenting culture based on its appearance in the textbook. This fact also suggests that reading texts/text are applicable to present cultural loads. This finding in line with the opinion proposed by Alptekin (1993) that reading passages would be more applicable to be the media in representing cultural loads.

The cultural contents in the Basic Indonesian textbook are mostly presented through pictures and reading text. Pictures and reading text can be assumed as the ideal media for exposing cultural contents. This is supported by the statement proposed by Yuen (2011), Sugirin et.al (2010), Adaskou, Britten, & Fahzi (1990) in their study in which visual and textual media can become the representative of cultural aspects/ contents in teaching materials.

2. Cultural Categories

In this study, target culture or Indonesian culture possesses the highest frequency in the textbook. Target culture is presented for 153 times (59%). Cultural loads which are categorized as target culture appear in various presentations. They can be classified into some themes such as education, history, geographical, touristic place, pictures, illustration or realia which show real cultural objects, public figure, songs, figures, films, singers, physical appearance, name, Daily activities, way of life/lifestyle, and family relationships, which characterize Indonesia.

The second category is source culture. It is identified 36 times (14%). Cultural loads which are categoriez as source culture appear in various presentations. They can be classified into some themes such as history, public figure, geographical, touristic place, picture, figures, way

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of life/lifestyle, animals, music, physical appearance, group of famous people (band group), name, and friendships which characterize Australia.

Then, international target culture is exposed 72 times (27%). This category covers figures and buildings themes which characterize some nations in the world. International target culture has the higher percentage than source culture but it does not appear in each lesson of the Basic Indonesian textbook.

Table 3. The Detailed Distribution of Cultural Categories in the Basic Indonesian textbook.

Lesson	TC	SC	ITC
1	5	1	
2	5		
3	4	2	
4	4	1	
5	4		
6	2		
7	7	1	
8	7	3	6
9	3	1	
10	4	1	
11	5	3	
12	7	3	
13	8	2	
14	10	1	
15	13	3	33
16	4	1	1
17	4	1	2
18	2	1	1
19	9	1	9
20	13	1	
21	2	1	1
22	4	1	
23	5	1	
24	2	2	
25	2	2	9
26	2	1	1
27	10		8
28	6	1	1
Total	153	36	72
Percentage	59	14	27

Based on the findings, all of the three categories of culture; target culture, source culture, and international target culture are exposed in Basic Indonesian textbook. Among them, Target culture can be stated as playing the most dominant role since it appears in the biggest portion. Moreover, Indonesian or target culture is distributed well. It can be proven by the data in table 4 which shows that target culture is exposed in every lesson of the textbook. In other words, Indonesian culture which is repsesented in various forms dominates the cultural contents in Basic Indonesian textbook.

Some examples of target culture presenting cultural loads:

Picture 6. Indonesian flag

The picture exposed heritage which shows real cultural objects

Picture 7. Indonesian University

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The picture exposed the building located in Indonesia.
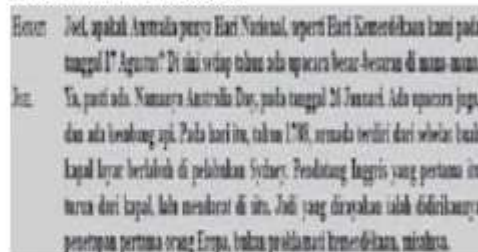

Picture 8. Indonesian Map

The picture exposed the realia which show real cultural objects.

Some examples of target culture presenting cultural loads:

Picture 9. The activities at Australia Ambassador Office

The picture exposed the relation between Australia and Indonesia

Picture 10. Conversation about Australia

The picture exposed the Australia customs

Some examples of international target culture presenting cultural loads:

Picture 11. golden gate bridge

The picture exposed the building at San Francisco, California

C. Mencocokkan

☰ *Cocokkan nama tempat wisata terkenal (A) dengan negara (B).*

A.	B.
1. Air terjun Niagara	a. Panama
2. Tembok Besar	b. Kanada
3. Candi Borobudur	c. Indonesia
4. Menara Pisa	d. Perancis
5. Makam Taj Mahal	e. Cina
6. Piramida Spink	f. India
7. Terusan Suez	g. Tanzania
8. Disney World	h. Amerika
9. Menara Eifel	i. Italia
10. Opera House	j. Inggris
11. Gunung Kilimanjaro	k. Indonesia
12. Danau Toba	l. Mesir
13. Lonceng Big Ben	m. Australia

Picture 12. International tourism objects

The picture exposed the tourism objects of some nations in the world

Based on the findings, it can be stated that target culture, source culture, and international target culture proposed by Cortazzi and Jin (1999) are represented in Basic Indonesian textbook. Among the overall occurrence, there is an imbalance presentation among the three categories of culture. Target culture is the most prominently presented in the textbook, followed by international target culture and source culture. In other words, Indonesian culture dominates the cultural contents of the Basic Indonesian textbook.

Because of presenting more target culture than the other categories of culture, Basic Indonesisan textbook has strength and weakness at the same time. The weakness is the Basic Indonesisan textbook does not help learners to

understand the materials easier since they are not familiar with the content. Moreover, the strength of Basic Indonesisan textbook helps the teacher to give guidance in teaching-learning activities and help learners to learn more native Indonesian-speaking countries.

C. CONCLUSION

The analysis of this study, focuses on two elements; analyzing the media of cultural presentation, and examining the categories of culture. Based on the analysis, two are three conclusions. Firstly, culture in Basic English Textbook is mostly presented by means of visual and textual media. Pictures and reading texts are two kinds of media which are used frequently to expose cultural contents.

Secondly, among the overall accurrence, there is an imbalance presentation among the three categories of culture. The exposures of culture in the textbook are mostly categorized as target culture. The presentation of reading text, dialogues, pictures, name, place, building and activites in Basic Indonesian textbook tells the daily lives of Joel (Australian) and Sari (Indonesian) at Indonesia, especially at Indonesian University of Jakarta. In other words, Indonesian culture dominates the cultural contents of the Basic Indonesian textbook .

D. ACKNOWLEDGMENT

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