Student Experience with Local Culture Textbook in Learning Indonesian Language for Foreigner

Sofi Yunianti
Idhoofiyatul Fatin
Ali Nuke Affandy
Universitas Muhammadiyah Surabaya

Rika Istianingrum
Universitas Balikpapan

Pos-el: idhofatin.pbsi@fkip.um-surabaya.ac.id

DOI: 10.32884/ideas.v10i2.1736

Abstract
Learning language is automatically learning the culture. However, there is limited book in learning Indonesia language which is discussed about culture. This article purpose is to find out what was the attitude of students towards the textbooks adopted. Hence, it is examined by using qualitative since this study analyzed the phenomena which occurred in Indonesian Language Learning for Foreigner class (BIPA). The Subject of the study is BIPA students which consists of 6 foreigner students. The data is taken from the questionnaire and analyzed based on the student’s opinion. The result presents the students opinion towards the textbooks is excellent.

Keywords
Local culture, textbook analysis, BIPA

Introduction
Learning outcomes focus on the end and purpose of the learning material (Rao, 2020). Creating learning material is complicated because making adjustment to student’s condition and the curriculum. Therefore, designing learning content demonstrates potential benefits and challenges and using media is essential in teaching and learning process (Ribosa & Duran, 2022). Moreover, valid learning media is needed to implement the curriculum (Zhuhuri et al., 2023). Choosing and creating learning content are several strategies to accomplish learning objectives. It can be lecturer and presentation, interactive discussion, hands-on activities, problem-solving exercises, collaborative learning, self-directed learning, technology...
integration, formative assessment, method, and textbooks. Textbooks are essential educational materials that are used by both teachers and students (Haulle & Kabelege, 2021).

Considering the essential role of textbook, an excellent textbook can be a useful instrument for accomplishing learning objectives. A well-designed textbook can support efficient learning. It can be real-world examples and local culture, especially for foreign language learning. Authentic material can enhance language and socio cultural proficiency (Khouni & Boudjelal, 2019). Moreover, teaching materials needs to develop based on multicultural context (Hasanah et al., 2021). Therefore, this study focuses on the textbook which contains local cultural.

With regard to textbook based on local culture, this study analyze is interested in analyzing Surabaya local culture in learning Indonesia language for foreigner textbook. Several research regarding textbooks have been conducted, such as, analyzing the leaner knowledge and vocabulary size in textbook (Guo & Yao, 2021; Sun & Dang, 2020). Moreover, two articles analyze the content of textbook and the need analysis of textbook which is needed in Third-Grade High School English Textbook (Baig et al., 2021). In addition, an article observed how systemic textbook influence global perspectives on non-Western societies such as in African nations (Odebiyi & Sunal, 2020). There is also a research which examined how the moral value provide in English language textbook (Puspitasari et al., 2021). Not only the moral value but also how culture representation has function for textbook to be more communicative and contextualized (Vitta, 2021). In contrast, some articles investigate anti-textbook argument reveals how crucial role the function of textbook and how it is still related in nowadays teaching and learning process (Utami et al., 2020).

Based on the several previous studies above, there is no specific article analyze about local culture, especially Surabaya local culture. Moreover, most of the textbooks are English for foreign languages and there is no research for textbook in learning Indonesian language for foreigners. This article novelty is Surabaya local culture and textbook in learning Indonesian language for foreigners. Therefore, this article contributes in composing the book based on the nature. Thus, this article tries to find out what was the attitude of students towards the textbooks adopted.

**Method**

We examined the article by using qualitative since this study analyzed the phenomena which occurred in Indonesian Language Learning for Foreigner class (BIPA) (Shkedi, 2019; Stevens, 2023; Thomas & Robin, 2020). The Subject of the study is BIPA students. The student consists of 5 Thailand students, 1 Sudan student and 1 Palestine Student. The data is taken from the student opinion regarding their experience of using the book. The data is collected based on the questionnaire. Then, the data categorized and analyzed based on their opinion regarding the use of the book.

**Result and Discussion**

The research aims to determine students’ responses to books developed using a genre-based approach with the main theme of Surabaya culture. The cultural theme of Surabaya is realized through the content of reading texts names of characters, locations, pictures clothing and food which
are the characteristics of Surabaya. The following is the appearances of the book and students’ responses to using the book.

**Result**

**Book Appearance**

Textbooks are developed using a genre-based approach with 4 main steps, namely building knowledge of the text, modeling of the text, joint construction of the text, and independent construction of the text. The following is the illustration of each step in the textbook which is being developed.

*Figure 1. Building Knowledge of The Text*

The step of building knowledge of text is realized through “vocabulary” in the form of pictures. Therefore, students can know the vocabulary that will appear in the text. The selection of images is based on ease of perception of the meaning and ease of explanation to students especially students who cannot speak Indonesian or English. After knowing and memorizing the vocabulary is given students are invited to play vocabulary games to improve their abilities towards the vocabulary they have acquired. Next students are given a text related to material which is equipped with simple questions related to the content of the text through “read” activity.

*Figure 2. Modelling of The Text*
The second step is modelling of the text. This step is realized in the form of “note”. in this activity, students are invited to look at the structure of the text and linguistic rules of the text. In this way, students will more easily identify texts and organize texts according to the structure rules, and characteristics of certain texts.

Figure 3. Joint construction of the text

The third step is joint construction of the text. At this stage, students are asked to work in groups to take turns reading and answering questions based on the text together. After that students were also asked to compose loose texts together.

Figure 4. Independent Construction Of The Text

The final step is independent construction of the text. At this stage, students are asked to read independently, answer questions independently, and write also revise independently.

BIPA Students’ Response
After using the book in learning activities, students are given a questionnaire regarding the use of the book. Following are the results of the student questionnaire.
Table 1
The student’s Response to The Book Text *Jelajah Indonesia Jelajah Surabaya*

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspek Penilaian</th>
<th>Jumlah Respons Mahasiswa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Best</td>
</tr>
<tr>
<td>1.</td>
<td>Material and text</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>Book layout</td>
<td>6</td>
</tr>
<tr>
<td>3.</td>
<td>Book assessment</td>
<td>4</td>
</tr>
</tbody>
</table>

Based on the table, it can be seen that there were five students who answered best and two students answered good in the material and technology aspect six students answered best and 1 student answered good in the book layout aspect 4 students answered best and 3 students answered good in the book assessment aspect.

**Discussion**

*Students Respond in Book Material and Text*

Based on the chart above, the students mostly have the best experience on the text and material. 5 out 7 students have opinion that the book has good reading material because it discusses about local culture in Surabaya. The text books which is discusses the local cultural, are able to assists in understanding the culture and the language (Khouni & Boudjelal, 2019). Therefore, they do not only comprehend the language but also the culture. Moreover, they can make adjustment in Surabaya community easily.

Because the book also provides the vocabulary lesson accompanied with picture, it means that picture can illustrate the context. The book material which provide vocabulary understanding with picture is in the first session. Therefore, it assists the students better because student comprehend the vocabulary first, before read the text and write. Moreover, they can understand the vocabulary or thing which do not exist in their country, for example, name of food or transportation.

Based on the picture above, it illustrates the picture of vegetable which probably do not exist in the student’s country. Therefore, it is better to illustrate it in a picture and the students can elaborate more in the colour and taste. Thus, this activity as the first session material in building the vocabulary which bring advantage in understanding the reading text and writing assignment.

*Students Respond in Book Lay Out*

Based on the chart above, the students mostly have the opinion regarding the book lay out. 6 out of 7 students have opinion that the book lay out is significantly advanced. They have opinion that the book is in good lay out because it served vocabulary first. Thus, they can understand
the reading material because it is put after the vocabulary. Moreover, in vocabulary, there is space for the students first language.

<table>
<thead>
<tr>
<th>Gambar</th>
<th>Bahasa Indonesia</th>
<th>Bahasa Anda</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ayah</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Ibuk</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Orang tua</td>
<td>--</td>
</tr>
</tbody>
</table>

**Figure 6. Vocabulary Building**

The above example is reflected translanguaging which is essential for learning foreign language. Students understand better through their first language. Therefore, the lay out which put the vocabulary building in the first section is appropriate since it is as the device for understanding the reading text. It can be concluded that the devices for building the vocabulary comprehension are in pictures and first language.

**Students Respond in Book Assessment**

Based on the chart above, the students mostly have the best opinion regarding the assessment. 4 out of 3 students have opinion that the assessment is significantly advanced. They have opinion that the has good assessment because the assessment is related to reading material and followed by writing assessment. Therefore, they can understand better. The session of the book is assessing the vocabulary first, then the next session is not long reading text but it put the short dialog first.

**Figure 7. Reading Assignment**

It can be seen in the reading assignment; students fill the blank in order to complete the sentence. Then, the textbook provides another reading text which is longer and more complicated.

**Figure 8. Reading Assignment**
This step has a purpose for building students understanding about the text and the context. As in the text, reflects the condition of citizen who live in Surabaya, such as several ethnics who live in Surabaya. Moreover, the latest part is writing because in writing assessment, students need comprehend in vocabulary and composing the word into sentence. Therefore, students feel that the assignment is in good range due to the preparation stage from vocabulary building to writing assessment.

Based on the chart and discussion above, the students mostly have the best opinion regarding book material and text, book lay out, and book assessment. It means that the book which discussed local cultural is impactful in understanding and enhancing language proficiency. It is also appropriate for understanding about local culture since local culture is important in learning language (Hasanah et al., 2021; Khouni & Boudjelal, 2019). Therefore, the content of the book needs depth consideration because it is not only about the content but also the surrounding context. Moreover, it is also reflected that book is essential in teaching and learning process.

**Conclusion**

In conclusion, the attitude of students towards the textbooks is very good because mostly the students have opinion that the book is in advance for material. In book material, the students can comprehend the local culture of Surabaya. moreover, the book layout is very good because the students can understand better in vocabulary which is served in first part pf the book. The book assessment is also very good because it is related to reading material and also after the reading material, there is writing assessment.

**References**


Stevens, P. A. J. (2023). *Qualitative Data Analysis: Key Approaches*.


