



World Englishes Representation in English Textbooks of Indonesian Elementary Schools

Rifka Nida Annisa

English Language Education Department, Universitas Muhammadiyah Malang, East Java, Indonesia

Rosalin Ismayoeng Gusdian

English Language Education Department, Universitas Muhammadiyah Malang, East Java, Indonesia

Corresponding Author: rosalingusdian@umm.ac.id

ABSTRACT

This study aimed at investigating the representation of World Englishes (WE) in English textbooks used in elementary schools in Indonesia. Two English books for a sixth-graders were used as the data sources. This study used qualitative approach and document analysis as the method to gather the data. The collected data were then analyzed based on Braj Kachru's theory of World Englishes comprising inner, outer, and expanding circles. The analyzed data were eventually validated by the experts in the field of applied linguistics. The findings show that the inner circle and expanding circle representations are found in these two books. The representation of both circles was reflected from pictures and reading texts. Meanwhile, the outer circle did not acquire ample depiction in both books. In conclusion, the effort of introducing WE to elementary school students has been presented in the text books that were dominated by expanding circles based on the research in this study case.

Keywords: *Elementary schools; English textbooks; World Englishes*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui representasi *World Englishes* (WE) dalam buku pelajaran bahasa Inggris yang digunakan di Sekolah Dasar (SD) di Indonesia. Dua buku bahasa Inggris untuk siswa kelas enam digunakan sebagai sumber data. Penelitian ini menggunakan pendekatan kualitatif dan analisis dokumen sebagai metode pengumpulan data. Data yang terkumpul kemudian dianalisis berdasarkan teori Braj Kachru tentang Bahasa Inggris Dunia (*World Englishes*) yang terdiri dari lingkaran dalam, luar, dan meluas. Data yang dianalisis akhirnya divalidasi oleh para ahli di bidang linguistik terapan. Temuan menunjukkan bahwa representasi lingkaran dalam (*inner circle*) dan lingkaran meluas (*expanding circle*) ditemukan dalam dua buku ini. Representasi kedua lingkaran tersebut tercermin dari gambar dan teks bacaan. Sementara itu, lingkaran luar tidak mendapatkan banyak gambaran di kedua buku tersebut. Kesimpulannya, upaya pengenalan WE kepada siswa SD telah disajikan

dalam buku-buku teks yang didominasi oleh *expanding circle* berdasarkan penelitian pada studi kasus ini.

Kata Kunci: Sekolah dasar; buku pelajaran Bahasa Inggris; Bahasa Inggris dunia

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INTRODUCTION

World Englishes (WE) refers to varieties of English used in diverse global contexts, including English classrooms. It is in line with Kachru (1990), who stressed the diversity of English as it is no longer a single-based authority of its native speakers. Furthermore, Kachru initiated three concentric circles, namely inner circle (refers to countries whose native language is English), outer circle (refers to countries where English serves as the second language), and expanding circle (refers to countries, in which English is not used as the main means of communication). According to Bolton (2004), WE can be expressed in three parts. First, it functions as an "umbrella label" which includes the entire range of English that exists throughout the world. Second, it is used in a narrower sense to refer to the so-called new Englishes in, Asia, Africa, and the Caribbean (the outer circle of Kachru). Third, it is used for the study of English. The WE paradigm has essential implications as a guide for ELT practice. It is well known that Kachru's concentric circles is the benchmark of the WE paradigm. Therefore, McKay (2018) stated that for pedagogical purposes, the variety of three circles in WE is considered "valid in its context". Based on the explanation above, it is clear that the WE paradigms emphasize the importance of recognizing all varieties of English: Inner, Outer Circle, and Expanding Circles especially for pedagogical purposes, including English textbooks.

Based on the theories above, there were some of the researchers exploring the study about WE, particularly related to its representation in English textbooks. Firstly, Wakhidah & Adityarini (2021) investigated the depiction of varieties of WE according to the Kachru's concentric circles. The researchers adopted a qualitative approach in that the data were collected using document analysis. The result from this research showed that the three books analyzed have already presented three circles of WE.

Secondly, it is entitled Tajeddin & Pakzadian (2020). The findings revealed that all the three textbooks' series mostly represented Inner-Circle accents. Thirdly, a study conducted by Matsuda (2019) showed that practice of ELT in Japan is still being considered

as an inner-circle language, because almost all textbooks exclusively used British English or American approach along with the cultural topics and characters from English-speaking countries of these inner circles.

According to the review of related studies, the previous research reveals various findings, for instance English from expanding circles dominated Indonesian textbooks (Wakhidah & Adityarini, 2021); meanwhile, countries like Iran as seen in Tajeddin & Pakzadian (2020) and Japan as investigated by Matsuda (2019) mainly focused on using the inner-circle-paradigm in their textbooks. Besides, to the best of researchers' knowledge, research on WE representation in English textbooks for Indonesian students is still limited. Therefore, in this study, the researchers aim to enrich the body of knowledge by focusing on the analysis of WE representation in English textbooks of Indonesian elementary schools. The researchers make use of two English for elementary students' book published by two renowned textbook publishers in Indonesia. Based on the preliminary observations, these two books are widely used in many elementary schools in Indonesia.

METHOD

This study employed qualitative approach as it focused on the data explanation of how WE is depicted in the English textbooks for Indonesian elementary school students. Rather than measuring the quantity of case, this study focused on how the representation of WE in Elementary school's English textbook. It means that the current focused more on data representation in two books.

The primary data sources were taken from two English textbooks of elementary schools that are designed for grade six. The first book is entitled *Growth with English for the sixth grade* which was written by Mukarto, Sujatmiko, Josephine S.M., and Widya Kisworo, and published by *Asta Ilmu Sukses* publishing company. Meanwhile, the second book is entitled *Big Show English*. The textbook is written by Lucas Foster and published by *Erlangga* publishing company. Based on the preliminary observation, both English textbooks are widely used by many elementary schools in some big cities in Indonesia, such as Malang, Surabaya, and Lampung.

Content analysis was employed to gather the data in this study as it identified and analyzed the visual or written materials of the textbooks. To collect the data, the researchers initially read the textbooks and identified the material representations. Then, the researchers classified the materials into three concentric circles of WE (Kachru, 1990), which are inner circle, outer circle, and expanding circle. These classifications were then analyzed and

elaborated according to the WE theory. Lastly, the data were validated by an expert in the field of applied linguistics.

FINDINGS AND DISCUSSION

Representation of World Englishes in *Grow with English* Textbook

This book represented the result of two concentric circles, inner circle and expanding circle. From these findings, it can be seen from this explanation.

a. Inner circle

The researchers found that the author represented the concentric inner circle through cartoons in western country characteristic. One of them is in the pictures below: Goldilocks and the Bear Family that the story originated in Great Britain made by Robert Southey. In this book, Goldilocks has blonde and curly hair. At the same time, the bear has brown fur. In addition, there was a house with a chimney as a feature of western country house designs. Then, there was the cartoon of the Prince and dragon's story made by the American people. In addition, in this picture session, there are also several pictures representing the inner circle. There are pictures of dragons and princes, circus performances, song lyrics that adopted the tune of '*London Bridge*, announcement texts with the signatures by Goldilocks and the bears family & scientist figures such as Alexander Graham Bell from Edinburgh, United Kingdom.





Figure 4. 1 The cartoon represents inner circle

b. Expanding Circle

The researchers investigated that the author represented the expanding circle. It showed from the names, physical appearance, games, food, clothes, and scientific figure. In the picture below, the researchers found that it represents of expanding circle. It looked from their Indonesian's names, such as Seta, Dona, Made, Nurul, Tigor, and Meilin such as from Chinese. Furthermore, they have creamy yellow and brown skin. There were several games, one of them which was the kite game, as well-known, it is famous game in Indonesia. Afterward, the other picture represented meatballs, white-red and scout uniforms, batik, fruits, and rupiahs.

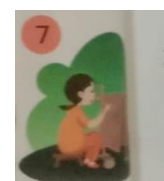


Figure 4. 2 Indonesian's Cartoon represent expanding circle

Representation of World Englishes in *Big Show English* textbook

Big Show English textbook represented three concentric circles of World Englishes. This book was dominated by the inner circle and followed the expanding and outer circles.

a. Inner Circle

This circle depicted several lessons that use western culture. The researchers found various aspects related to the inner circle category. It can be seen from the cartoons, food,

physical, and places that are presented. One of these images is represented in terms of uniforms and buildings.



Figure 4. 3 The parade represents of inner circle.

b. Outer Circle

The researchers investigated the initial units of lessons 1 to 12; only one material was presented in the image section described in the outer circle. It can see from his physical appearance and face that he is an Indian who is riding in the subway.

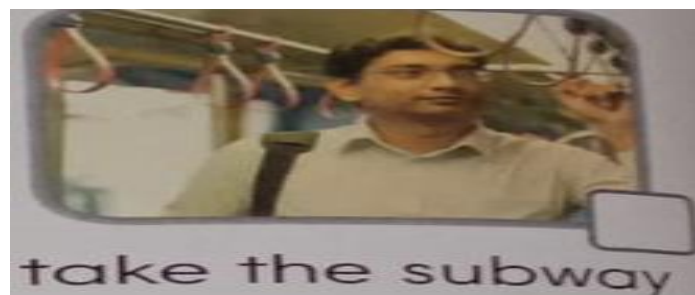


Figure 4. 4 Indian people represent outer circle

c. Expanding Circle

The author presented some of the unit's material in expanding circle. There was about East culture that showed from the building's historical place. The author described the types of places in Egypt that are unique, interesting, and beautiful.



Figure 4. 5 The pyramids of Giza represent expanding circle

The representation of each circle can be seen in the *Grow with English* and *Big Show* textbooks. The circle was represented in two sections, picture and reading text. Furthermore, the representation of each concentric circle in these books can be seen in the figures below:

1. Picture

Figure 4.6 and 4.7 depicts how two English textbooks represented three concentric circles.

a. Inner Circle (*Grow With English*)



b. Expanding Circle (*Grow With English*)

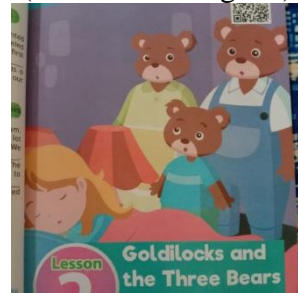


Figure 4. 6 Cartoons of Indonesian and United Kingdom

a. Inner Circle (*Big Show*)



b. Outer Circle (*Big show*)



c. Expanding Circle (*Big show*)



Figure 4. 7 Pictures represent in three concentric circles.

The researchers found two circles in *Grow with English* textbook in the picture section, inner and expanding circles. Figure 4.6 displayed that the representation of inner circle categories focused on two cartoons in western country characteristics, looked from the physical appearance. One of them was Goldilocks and also three bears. In comparison, representing expanding circles in the uniform of Indonesian elementary.

Furthermore, figure 4.7 displayed how “three concentric circles” was represented in the *Big Show* English textbooks. In the textbook, the circles are depicted through the cartoon characteristic and physical appearance presented by a western country.

2. Reading Text

The representation of each inner circle is presented below:

- a. Inner circle (Grow with English)
- b. Expanding Circle (Grow with English)



Figure 4. 8 Fill in the blanks and the announcement text

- a. Inner circle (Big Show)
- b. Expanding circle (Big Show)



Figure 4. 9 Reading text about Sydney Opera House

Figure 4.8 above displayed how “the circles were represented in reading text section”. The reading passage used the names and places to present. In *Grow with English* text book inner circle was represented in the reading text using the names, Goldilocks. There was the instruction to the student that they have to fill the blank of the Goldilocks’ story. Afterward, the expanding circle one of this was represented using places such as Batu city and Malang in announcement text. Not only about that, in another pages there were some types of reading text. It is a form of dialog text, and fills the blank about the stories of Lion and Mouse.

Figure 4.9 depicted the place and instrument as the material of reading text which also represented two circles. Sydney Opera House became the material that represented the inner circle category. Furthermore, The expanding circle is represented by the theme of reading text. It was “The Theremin” an electronic musical instrument. It was invented by Leon Theremin, a Russian inventor. As well known, Russia used English as a foreign language.



Figure 4.10. Giant Trees, Indian people, and King of the Skies

Additionally, Figure 4.10 represented two circles, and figure 4.11 presented three circles. In *Grow with English*, the author represented the reading material using cartoons. The inner circle often represented Goldilocks and Bear in presenting the audio material. Then, the expanding circle was represented in Indonesian names such as of Seta, Tigor, Made, Nurul, and Meilin. The dialogue is about “Feeling during a holiday.” In *Big Show*, Inner circle represented audio material from the theme, *Giant Trees, Beautiful Interesting Hawaii, Sydney Opera, and Summer Job*. Furthermore, the Outer circle represented the Commuting topic. The author took Indian people to complement the material. Moreover, expanding circle displayed is also represented by the theme, *King of the skies: The 380 from Emirates, The theremin, and Driverless Train*.

DISCUSSION

In this section, the researchers discuss the findings of the research based on document analysis of the English textbook and correlates them with the presented theories and other previous studies. This research focuses on the representation of WE on English textbooks in Indonesian Elementary Schools. Based on the findings, the researchers found three circles were represented in *Big Show* textbooks. Meanwhile, in *Grow with English* textbook there was only represented two circles of WE, inner circle and expanding circle. From this finding, not all of these two English textbooks represented three concentric circles based on Kachru (1990) theory, which states that component of the three concentric circles of WE: the Inner circle, the Outer circle, and the Expanding circle.

The concentric circles are represented in these two books through two classifications, namely pictures and reading text. In the image section, the author uses cartoons, characters, physical appearance, currency, and fruits. Besides that, the reading text also contains names of cartoons, places, buildings and fairy tales that represent concentric circles. The two classifications describe the material from the countries described on three concentric circles. However, in both classifications, images and reading text. the researchers found that not all concentric circles stated by Kachru were represented. because there is one book, namely *Grow with English* textbook, which only represents the two concentric circles, inner circle and expanding circle.

This research can be said that this finding is important, especially since it understands starting from elementary school, in order for the authors, English teachers, and students to be aware of variations of English. It was supported by Kilickaya (2009), Awareness of cross-

cultural communication strategies should be studied and created. It is most important for the teacher to adjust their expectations according to the setting and to develop a greater tolerance of differences. They should be informed about the varieties and provided with opportunities to collaborate with other teachers in all three circles, not just in one circle or national boundaries. This can be achieved through publishers worldwide, providing the knowledge and insight of World Englishes and ELF perspectives in their materials and books in their practices of English language, learning, assessment, and testing.

Furthermore, the students of elementary school is the golden period to learn about language and culture. It is in line with Sukarno (2012), Providing English lessons to elementary school students is the right policy. Elementary school students have a period called the golden age and they have a period of comprehension, high curiosity, a period where children can learn easily. At this time, their brains are still flexible and can learn things easily, one of which is learning languages. In addition, children's attitudes towards language and various cultures are very open. Of course, this kind of attitude makes children learn languages easily at a golden age.

Even though, English subject was allocated as a *Muatan Lokal* and only as extracurricular. Teaching English is important, because it will be helpful for the students continue and adaptation this subject in junior high school that give more complicated lesson. According to Sepyanda (2017), English at elementary school is important. Firstly, English is international language that covers many aspects of life and widely use people in this world. Secondly, the primary students are the golden age and the best phase to learn English as a foreign language.

CONCLUSION

This study aims to investigate which circle of the World Englishes (WE) by Kachru is represented in *Grow with English* and *Big Show* textbooks. Not only that, but the aim is also to investigate how each circle is represented in the textbook. There are three parts of the aspect used in this research: pictures and reading texts. This aspect section helps researchers categorize three circles of World Englishes: the inner circle, outer circle, and expanding circle. In this case, the researchers found that the *Grow with English & Big Show* textbook not all of the circles is represented as a Kachru theory. Inner circle and expanding circle found in these two books, although the outer circle is only represented in the *Big Show* textbooks. Additionally, *Grow with English* textbook represented expanding circle category

more, followed by the inner circle. In addition, Big Show textbook is more represents inner circles followed by expanding ones. Finally, the outer circle is represented in a small percentage. The results of this study show that World Englishes representation in the inner circle and expanding circle in this English textbook is higher in presentation than the outer circle in all of the second series of this book.

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