

PRESENTING THE OTHERS IN ENGLISH

Khristianto

The University of Muhammadiyah Purwokerto
kristian.topz@gmail.com

Abstract

English does not only belong to the natives. Its speakers even are dominated by the non-natives. This very fact ideally should be seen on books of English learning. This is a way to present English as a global language. The article is aimed to see the presentation of others in English from the books, New Cutting Edge. Based on the analysis, it was found out that the books have accommodated the non-natives. Others' presence include the persons, their cultures, and talks. The names of the character in the books are various, reflecting their origins. The books are also culturally representative. They describe various unique cultures belong to the world. Finally, the books also adopt others' English, like declaring that their English is also true. Thus, it concludes that the books have shown that English belong to the world, and claimed that all people and their cultures stand equally in the global interaction.

Keywords: *the natives, the others, representation, English books.*

INTRODUCTION

The early fourteenth century witnessed how English has equalized itself to the dominant Latin at the time. It was legally accepted as the language of the Bible. "...these trewe conclusions [will suffice] in Englissh as wel as sufficith to . . . Latyn folk in Latyn". With its diverse writing styles, Chaucer at the time even had translated the bibles into two versions: "standard" and "light" translation. The light version was for the consumption of the young readers (Ellis in Ellis & Oakley-Brown, 2001:10). From this period, English has been a language of books—by which Latin works were translated into. Today, it is the language of knowledge.

With its powerful position, English has been a subject taught in every country in the world. To facilitate the teaching process, surely books are very important. It helps the learning process in class and beyond. Many people have been successful to rely on the books in English learning, though the presence of more experiences users is also another important factor. Learning a language cannot be separated from knowing the culture as the context. Thus, reading English books will surely lead us to the cultural exposure. Teaching English, then, by no means is teaching the culture of the language.

Today, English is the most widely

spoken language. Its speakers are dominated even by non-natives. Its functionalism in global context has broken the record above all other languages. The speakers are from all over countries in this globe, from various cultures. Its varieties has be so wide. Lots of kinds of English accents are there this day. Sometime they are quite similar, in other the accents are very contrast, and are almost mutually unintelligible. These real facts should not be unnoticed; they should be accommodated. All accents are just accents, and they are still an English whatever you name it.

This paper is to see how accommodative English textbook to the reality. It is to know the representation of other nations, other cultures, and other kinds of English in it. Intercultural communication is inevitable; the way others speak English should have a place in global English. The branches of English is bless for the standard English. The natives should make effort to understand others' English, just like the way others have learned to understand their talks. For this case, this paper will work on *Cutting Edge* book of Pre-Intermediate level as the data sources which are analyzed by content-analysis.

Findings and Discussion

The data are collected by scanning all over the pages in the book. The data include the texts and the pictures representing the presence of

others in English book. Based on the finding, the others are present in the book in the forms of other people from the countries other than UK and U.S., other cultures, and others' English. Each of the findings is described below:

a. Other Peoples

Other peoples are evident in the book, as it is displayed on the page 11 in which the names and their pictures are presented. They are from Olympic. Ania is from Poland gymnast, an Eastern Europe. She should have a native polish. She is described as a sport woman who win the gold medal from gymnastics. Another person from others is Toshi,

a sumo wrestler from Japan. He is also depicted posing in a ready pose for fighting in a Sumo Tournament, with its unique costumes and hair model, representing Japanese culture. Joao is a Brazilian football player. These show names, persons, and their cultures at once, which are different from the British and American. Seen in more detail, they stand for (other) Europe, Asia, and Latin America.

The presentation of others' cultures here is not only the texts explaining them, but also the pictures illustrating the activities. Besides, the persons in them are also the people be-



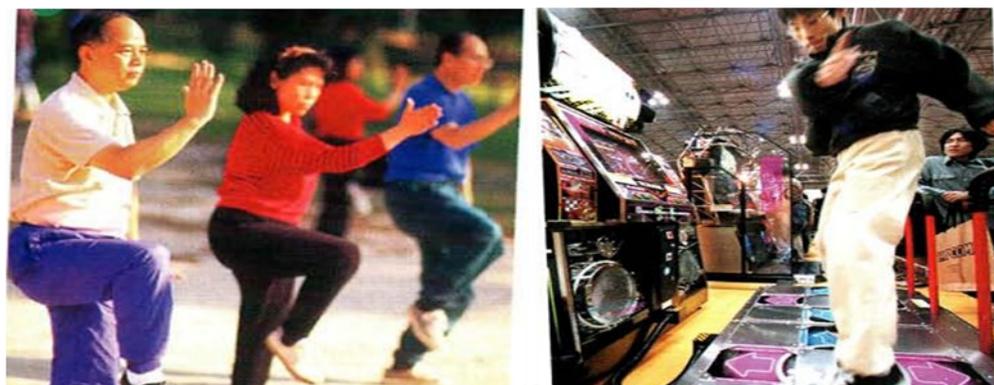
Picture 1

The book has started to show the presence of others in English from the first module. These representations have been all around; it includes names, person, and culture altogether. Such a case is also obvious in terms of the culture.

b. Other cultures

Page 10 describes various culture of keeping fit. The descriptions are attached with their corresponding pictures. There are three items displayed there. They are presented in three descriptive texts discussing Tai-Chi,

Dance Dance Revolution (DDR), and Korfball. The Korfball is the first text followed by Tai-Chi and DDR. The former is from Netherland, though the quotation in the description is from a chief of British Korfball Association. This is a present from the western, though it is not only English Western. Meanwhile two others, Tai-Chi and DDR, are put to assert the Asian cultures in the book.



Picture 2

longing to the respected cultures. While actually many Westerns also learn to practice Tai-Chi and the author can attach Tai-Chi description with British or American practicing it. A complete package of presentation on others prove that the writer aware the importance of others for English. This is also a plus for the book, because it gives a new experience for the native English learners about other peoples and other cultures.

c. Their Englishes

The picture is a girl named Mayo. She is in London to study. From her name and look, she may come from Japan. In the book, Mayo'



1 **T3.2** Mayo is in London, studying to be something unusual. Look at the pictures above. What do you think she is studying? Check your answer by listening to the first part of the interview.

Picture 3

This represents inter-nation communication with English. In the inter-cultural communication, each party has a right to talk in his/her way, and each also should take an effort to understand the others' way in an equality spirit of inter-human connectivity. This way also puts the learners exposed to different kinds of Englishes with different accents. They are put there to make the learners used to different Englishes spoken by different nations in the world.

Closing

Based on the analysis, *Cutting Edge* of Pre-Intermediate Level has been proved to have placed the non-natives in the materials. It is seen from the presence of other peoples (names, pictures), their cultures, and their English talks. The names of the character in the books are various, reflecting their origins. The books are also culturally representative. They describe various unique cultures belong to the world, claiming that all Englishes are the same English. In sum, the book has asserted that

English talk is exemplified. This proves that the book has accommodated that Japanese English, if it can be said so, is also good. As we know that Japanese English is commonly perceived to be hard to understand, but the book takes it as a model for learners.

Others' talk is also found in a listening practice (p.26) in which the learners are asked to listen four persons from different countries: Australia, England, South Korea, and Mexico. Again, it is not only British English or Aussie English. Korean can talk English, Mexican as well, and they are all good models of English.

English truly belongs to the global citizen, meaning all people and their cultures are equal in the global interaction.

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