

The Effectiveness of Integrative Learning Based Textbook toward the Local Culture Comprehension and Indonesian Language Skill of Foreign Students

Prof. Dr. Andayani, M.Pd

Sebelas Maret University
P. O. Box. 193-57100 Solo
Indonesia

Lalita Gilang, S.Sn.

Bandung Institute of Technology (ITB)
P. O. Box. 8264-40115
Indonesia

Abstract

The aims of this research are obtain of the effectiveness of integrative learning based textbook toward the local culture comprehension and Indonesia language skill of foreign students in Indonesia, be regarded of interest in learning Indonesian language. This research method is experiment with factorial 2x2 designs. The results of this research are: (1) the foreign students' cultural treasure comprehension and Indonesian language skill of students who use integrative learning textbook model is higher than the conventional textbook; (2) the foreign students' cultural treasure comprehension and Indonesian language skill who have high learning interest is higher than the students who have low learning interest; (3) there is significant positive interaction between integrative learning based textbook model and learning interest toward the Indonesian language skill of foreign students in Surakarta. The analysis was continued with the next test (post-hoc test) with Scheffe test.

Keywords: textbook, attitude, local culture, foreigners

1. Background

Language is the essential thing in doing communication. A nation will be known if its national language is being used by another nation in this world. Despite of the effective image changing is changing reality, the Indonesian culture and language are crucially affects the diplomacy. The high level of foreigners' interest in studying Indonesian culture and language must be positively appreciated. In Indonesian plenary session congress IX 2013 presentation, the Indonesian Language as the Diplomacy Media in building Indonesian International Image being discussed. It is explained that there is 45 countries teach Indonesian Language nowadays; such as Australia, America, Canada, Vietnam, and many other countries. For example, Indonesian language is the fourth of the popular language in Australia. There are 500 schools teach Indonesian Language. Even the 6 graders of elementary school are able using Indonesian Language.

In 2011, the result of empirical study found that Indonesia Language that is learned by foreigners dealing with the importance of diplomacy, increasing knowledge of the foreigners about Indonesian Language and cultural treasure all at once. Dealing with it, it is important to provide Indonesian Language module so the foreigners who want to learned Indonesian Language is well facilitated (Andayani, 2011) Furthermore, in Asean Inter Parliamentary Assembly (AIPA) the 32nd in Phnom Penh, Cambodia September 2011, Indonesia delegation struggling for an important mission that is making Indonesian Language as an Asean language, especially in AIPA meetings. Indonesia is optimist in bring Indonesian language as an Asean official language since Asean nation familiar with Malayan and Indonesian language is based on Malayan Language. The development of Indonesian Language that is not merely learned by Indonesian people (Native Speaker) brings wider chance to the graduate of Indonesian Language Education Department to occupy the profession as Indonesian teacher to foreign speaker or Teaching Indonesian to Speakers of Other Language (TISOL). But, it is emphasized that teaching Indonesian to the foreign speakers is different with the native one. Therefore, the graduate of Indonesian Language Education Department can occupy this profession if they were professional.

There are several things that must be noted by professional TISOL teacher, first is attitude. TISOL teachers' interest of language learned must be developed, and deeply introduce the local cultures (Andayani, 2011: 11). So, the foreigner that is learned Indonesian Language will be motivated to learn. TISOL teachers' understanding must be focused on the important point between native speaker and non-native speaker who learn Indonesian; they have to prepare themselves to communicate in intercultural situation. It is also hoped that TISOL teachers understand the linguistics code that existed in Indonesian Language strongly related with the local cultural treasure covers the society of Indonesian Language user. The introduction of the local culture to foreign learners cannot be simply provided without good lesson plan. The model of integrated local cultural treasure in TISOL integrative based teaching and learning process is implemented to overcome this problem.

2. Theoretical Review

2.1 Understanding of Local Cultural Treasure in Teaching Indonesian to Speakers of Other Language (TISOL)

TISOL's learning is essentially a learning process that has its own characteristics. Nevertheless, the realization of the learning cannot be separated from the essential things that properly existed in common learning process however the specification. The essential things that are meant related to the component, principle, and fundamental rule of TISOL learning. Therefore, for the importance of TISOL learning the understanding about those essential things is crucially needed. Furthermore, this understanding can be utilized to see and properly occupy the perspective tutorial model from various sides, especially from properness of the implementation.

TISOL learning can be respond as a system that consist of several supporting components; instructional and non-instructional. The functional relation and interaction between the components will create teaching and learning process and learning result (Richard, 2012: 301). In TISOL learning, the existence and role of the learners constitute prominent component. It can be said this learners' component that significantly differentiate between TISOL learners with Indonesian native speaker learning. It is found in the former research by Andayani (2010, 112-122) that students who learned TISOL came from various countries. As foreign speaker of Indonesian Language, they have certain characteristics especially on: (1) personal characteristics, (2) origin background, (3) field, (4) knowledge/ ability, (5) interest, (6) learning purpose, (7) learning strategy, and (8) time of learning.

In the other empirical research, it is found that the students' existence and condition implicated to the role and the relation with another instructional component in the realization of TISOL learning. Afterwards, students' characteristic also implicates in the material that must be consider as an influential and determinant variable in TISOL teaching and learning process (Stern, 2012: 119-129).

TISOL learning having certain target, the target is naturally forming students' linguistics ability. In wider explanation, this fittingness related with some other things, include the culture that connected in the language substance (Rivers, 2013: 97). Besides of the learners personal characteristic matter, the cultural problems also involved in the realization of TISOL learning process (Rivers, 2013, 102) Moreover, if the TISOL learning process is organized in Indonesia, the consideration of socio cultural aspects be more important. The consideration can be the learners' media and needs all at once in direct and factual communication. TISOL learning process is hope to be having strong base as clearly stated in the common teaching and learning process principle. Likewise, as the form of the language teaching and learning process it should have been based on the approach of foreign language teaching and learning conceptual rule. The conceptual rule is based on the language theory and language teaching and learning theory.

TISOL learning specification can be seen from the (1) purpose of the learning, (2) target of the learning, (3) composition of the material, (4) choice of the approach, (5) source/media utilization, (6) teaching and learning activities, (7) learning evaluation, and (8) learning problems. Considering that the realization of learning aspects is an important thing, the conceptual base of the TISOL learning is needed. Without an obvious reference, the aim of TISOL learning process will be bias and negatively affects the result and interest of the foreigners to learn Indonesian Language. Those efforts need a well organized learning system especially focused on the effective, accommodative, conducive, and learners' need oriented learning mechanism. It means that planning and process of the learning should be systematically developed, accurate, and also covers and increasing motivation and awareness on the target. Besides that, based on the language existence as a behavioral subsystem it is needed to develop the pattern of learning that can create learning interest to the Indonesian Language habit in factual experiences.

In the foreign language mastery, factual experiences play the important role especially in the realization of input and the output accomplishment (Krashen, 1997: 229). Foreigners who learned Indonesian Language also hope in gained factual language learning experience and supported with the understanding of the local cultural treasure. Andayani's research finding (2010: 36) explained that foreign students learn Indonesian language mostly on the structure of the language so far. The students' are expected to have the competencies include listening, speaking, reading, and writing comprehension in Indonesian language. In addition, they also get the effects of knowing cultural treasure (Andayani, 2010: 67).

From the nature of local cultural understanding in learning Indonesian language for non-native can be concluded that the purpose of the learning Indonesian language to the foreigners is not merely to understand the Indonesian language structure. TISOL learning interest can be increased with the understanding of local cultural treasure. By understanding the local cultural treasure it means the nurturant effect that can be obtained from TISOL learning in form of non-native understanding that learn Indonesian language and identify the local cultural treasure all at once.

2.2 Integrative Based Learning for Teaching Indonesian to Speakers of Other Language (TISOL)

Integrative learning is a language learning approach that joining some aspects in one language learning process. Integrative divided into inter subject and between subject. Inter subject means integrating some aspects in one subject. For example, speaking integrated with listening and writing, while between subjects is the result of integrating the material from several subjects. For example, Indonesian language with social subject, cultural subject, or the other subject.

The effort of integrating local cultural treasure understanding in Indonesian language learning for non-native technically is adopting integrative learning approach. The research results on the integrative learning implementation through learning have been revealed by Buckley (2011: 369-377). The characteristics of this learning as follows: 1) experience and learning activities are relevant with students' need; 2) the chosen activities in the implementation of integration based on the students' interest and need; 3) learning process will be meaningful and impressed to the students so that the result of the learning will last longer; 4) provide teaching and learning process that pragmatically covers the problem often faced by the students; 5) developed students' social skill.

Integrative learning approach connects several units of subject. In this case, the integration process can be done by providing a theme. Theme of this learning has the function as follow: facilitating the students in focusing the attention at the certain theme, deeply comprehension and impression at the subject, also the students can experiencing the benefit and meaning of the learning because the material provides in a certain context (Fogarty, 2011: 371)

Besides that, this integrative learning approach gives some advantages to the teacher. The advantage is that the teacher given the authority to determining and choosing the theme and adjusted with the local cultural treasure, it can abridge the time because some presented subjects can be prepared at once and the time excess can be used to remedial activity also recalling or enrichment. With the many positive advantages, it is clearly seen there is a good relevance in the development of integrated model of understanding local cultural treasure in the learning of integrative based learning for non-native. This thing is able to fix and increase TISOL students' learning quality and optimize the potential of the Indonesian language teacher by the needs.

2.3 Indonesian Language Skill of Foreign Students in TISOL

The ability of TISOL's students to speak Indonesian categorized by the ability to listening, speaking, reading, and writing in Indonesian language. However, Hughes (2012: 6-7) states that in learning language students can not be separated from the variety factors of activities other than linguistic. The complex factor is when the Indonesian language become a learning activity in the classroom. If so, the the purpose is to help the students to get awareness or practicing some aspects of linguistic knowledge. The awareness is associated with grammar rules or the application of phonemic rules that have been introduces, or build a receptive and productive skills. Moreover, in the course of learning Indonesian language, need an efforts to raise the awareness of students to sociolinguistics and pragmatics (especially a guide to interrupt it gently, immediately responds to responses, or the one that associated with the Indonesian's culture).

There are three important parts in supporting the language skills: organizing, grammar, and sounds (Hughes, 2012: 22-23). Organizing and speaking attitude consists of psycholinguistics and sociolinguistics, pragmatics, kinesthetic, discourse analysis and conversation. Language structure consists of syntax, grammar, lexical or vocabulary lessons, and phonology. Finally, the sounds of language consists of phonetic, phonemic and prosody or intonation. The third part of the above is the most important factor in learning language skills, including Indonesian language.

Hughes (2012: 37) also states that language activity can not be separated from social aspects. The social aspects are the locus of change, interpersonal, informal, stigmatized, rhetorical, and primer. In Hughes's statement, the social aspect is an underlie for language skills, which in this case is TISOL's students since first learning Indonesian. In practice, TISOL's students mingle and communicate with components of social reality and also the culture around them. Therefore, the authentic teaching materials is required.

The process of teaching language skills, Oller (2009: 320-321) categorized the evaluation for oral and written of language skills are referring to the scale of the Foreign Service Institute (FSI). Here is a description of the assessment criteria and their language competence by FSI. (1) Ability to fulfil daily needs and purposes of simple manners, for example: ask and answer questions about the simple things are known with limited language skills. (2) Ability to fulfil the social needs and daily work, for example: communicating steady, albeit with difficulty, in everyday social activities, such as introducing yourself, speaking about current events, work, family, and so on. (3) Ability to use language with grammar and vocabulary to participate effectively in formal and informal talk, for example: to discuss specific things with ease on the basis of an understanding of the matters discussed, the vocabulary and grammar are sufficient, the small mistakes that not interfere the comprehension, although with a foreign-sounding accent. (4) Ability to use language suitable to the needs in the field of work, precise and smooth, for example: understand and participate in various discussions with current and appropriate word choice; though not to as native speakers, but able to respond even in terms of foreign and circumstances, and with pronunciation and grammar errors are not many.

2.4 Integrative Based Learning Textbook for TISOL

Integrated based learning textbook for TISOL is a text book that has different characteristics with textbooks for teaching Indonesian to native speakers or for Indonesia. Textbooks for TISOL is identical to the book for teaching foreign languages. Thus, the basic theory also refers to the teaching of foreign languages. Textbooks for TISOL is one type of educational books that are specifically designed for learning TISOL. In this textbook there is a description of teaching materials in which the integrated to understanding the local cultural treasures. This book systematically arranged and has been selected based on specific objectives, learning orientation, and student progress, to be assimilated.

As an educational book, Integrative based learning textbook for TISOL is an important thing to learn. With this textbook, the learning program can be carried out more regularly, because teachers as an implementer for TISOL will get a clear material. Integrative based learning textbook for TISOL is a standards book that compiled empirically through scientific study, equipped for learning, and used to support to learning TISOL programs. The distinctive feature of this book is (1) textbook contains selected materials; (2) Any material presented is always associated with the introduction of the local culture as artifacts, mentifact, and sociofact; (3) The textbook was compiled by experts in the field of foreign language learning; (4) Written to give amused the foreign students; (5) Equipped with a medium of learning; (6) Prepared systematically follow integrative learning strategy that integrates listening skills-reading-speaking-writing in a learning program.

From those items, integrative based learning textbook for TISOL has its own characteristics compared with other educational books, both in terms of content, settings, and functions. In terms of contents, this textbook is a book that contains a description of teaching materials TISOL, for a certain education level, and in particular teaching period. The terms of arrangement, this textbook is a dish teaching materials that take into account factors of learning objectives, curriculum and program structure TISOL education, students 'level of development targets, the condition of Indonesian students learning and teachers' conditions of the user. The benefits of integrative based learning textbook for TISOL for teachers is learning programs can be carried out more regularly, for teachers as implementers of education will gain clear guidance material. Meanwhile, Hubert and Harl (2012:77) highlights the value of more textbooks for teaching TISOL for teachers include: Textbooks that contains teaching materials that allows teachers to plan a range of teaching materials that will be the presentation of the unit teaching schedule (weekly, monthly, quarterly, a semester).

For TISOL's teacher, integrative based learning textbook for TISOL contains important things, such as, teaching instrument, such as drawings, schematics, diagrams, and maps. Thus this text is a permanent record that allows teachers to hold a review of learning.

There are other functions that can be obtained from integrative based learning textbook for TISOL that includes a similar teaching materials, which are required for the similarity evaluation, and also the smoothness of the discussion in the teaching program TISOL. It gives the opportunity for students to be able to learn at home. Said so, because this textbook contained teaching materials that relatively arranged according to the system and logic. Furthermore, according to Greene and Petty (2006: 21) a good textbook have ten categories that must be filled. The ten categories are. (1) Textbooks should attract students who use them; (2) Textbooks should be able to provide motivation to the students who use them; (3) The textbook contains illustrations that attracts students who use it; (4) Textbooks consider aspects of linguistics to fit the abilities of the students who use them; (5) The contents of textbooks should be closely linked to other subjects, even better if it can support it with a well-planned so that everything is a unified and integrated roundness; (6) Textbooks can stimulate, stimulate private activities of students who use it; (7) Textbooks must be firmly protected from the vague concepts, so that's not confused students who use it; (8) Textbooks must have a clear and firm "point of view" so that there is also can be the viewpoint of the faithful user; (9) Textbooks must be able to provide stabilization, the emphasis on cultural values; and (10) Textbooks must be able to appreciate the personal differences of the user.

In addition to these categories, Schorling and Batchelder (2006) gives four traits for a good textbooks, that are: first, recommended by experienced teachers; second, the teaching material's are suitable to the objectives and needs of students; third, quite a lot of reading text containing, material drill and exercise or assignment, and the fourth contains illustrations that help students learn. From the explanation of Geene and Pety (2006) and Schorling and Batchelder (2006) concluded that in the integrative based learning textbook for TISOL needed integration of local cultural values. Cultural values are integrated include artifacts, sosiofacts, and mentifacts.

Local cultural values in the form of artifact is a of local culture which can be seen in the form of objects. For example, local clothing, historic buildings, jewelry, historical places. Local cultural values in the form of sosiofact is a local community social activities, such as how to greet, mingle, use language, and other habits that involve local people ties. Mentifact form is associated with the thinking and philosophy and local society belief's, such as religion and myths that are believed by the local people (Geertz, 2003).

Three aspects: mentifact, sosiofact, and artifacts such as mentioned above if it is integrated into the Indonesian language learning textbooks for foreign speakers (TISOL) can provide excellent benefits. It is said that because the three aspects of the culture-related between one another and form a cultural unity that also the affect language learners, because the language is one of the results of the culture. Thus, it can be concluded that the integration of local culture can be done by making the introduction of local cultural products in the form of artifacts, sosiofact, and mentifact into themes included as a teaching material in textbooks for TISOL. By way of introduction integrating local culture, textbooks will affect the attractiveness of the students in studying, although the effect was not the same between each students. By reading these textbooks, students will be able compelled to think and act positive, for example, solve the problems presented in textbooks, conduct observations suggested in textbooks, or conduct training instructed in textbooks.

With the constructive impulse, then the impulse or motifs that are not good or destructive will be reduced or blocked. The effect of integrative based learning textbook to students can be grouped into two categories, that are (1) to encourage the development of good Indonesian capability and (2) encourage the students' understanding of the local culture. Textbooks are counselors and support in teaching. For students, the textbook served as the basis for the systematic study, to strengthen, repeat, and to follow the continued lesson.

3. Research Method

This research is designed by using experimental research with factorial design 2x2. The population of this research is TISOL learning course students in Surakarta. TISOL learning in Surakarta, Central Java, Indonesia is done in Sebelas Maret University. The activity of the learning includes: 1) TISOL learning group of English Backround (EB) and 2) TISOL learning group of Other English Backround(OEB). EB group is a group followed students who have English as their first language. They are students from Europe, US, and Australia. OEB group is a group followed students who have other English as their first language.

They are students from Thailand, Japan, Turkey, Malaysia, and various country of Asia. Their first language is Thai, Japan, Arabic, and Malaya. Random sampling is used as the sampling technique (Akker, 2011: 33). The consideration is based on the homogeneity assumed that (a) both TISOL learning groups are homogenous, (b) both groups use the same curriculum, (c) foreign students who join TISOL learning are averagely the same viewed from psychology, maturity, and age, (d) foreign students who learn TISOL in those two groups are having nearly the same average score.

Next, the class in the group is chosen randomly to determine the experiment class and control class. Non-test data collection by using questionnaire is used to collect comprehension data about local cultural treasure and learning interest, while instrument test technique is used to collect Indonesian language skill data. The validity of questionnaire instrument is using product moment correlation while the reliability is using Alpha. The validity of Indonesian language skill test instrument is using content validity and the reliability is using interrater reliability. The data analysis is done by using inferential statistic 2 ways Anava.

4. Research Result

The data of this research covers the score of cultural treasure comprehension, the score of Indonesian language skill, and the score of students learning interest. The data are collected from experimental class by using integrative learning model and from control class by using conventional one. The numbers of the students involved in this research are 56 students consist of 26 students from EB learning group as the experiment group and 30 students from OEB group as control group. Students' cultural treasure comprehension in this research is measured by questionnaire instrument that consist of 30 questions, 1 – 4 score range; with the result that the score collected is 30 - 120. Based on the cultural treasure data, the experiment group students shows the mean score 92, 58 from 26 students. The result of data analysis shows that cultural treasure comprehension of control group with 30 students achieve 89, 17.

The Indonesian language skill in this research is measured by essay test that consist of 4 tests. The language skill score is the mean from those four tests. Based on the data analysis of experiment group with 26 students obtain the mean score 79,09 while on the control group consist of 30 students get the mean score 77, 40. Research data of learning interest is collected by learning interest questionnaire. According to the data, the students divided into two categories: high and low learning interest. This grouping is based on the mean score of experiment and control class. The students who get the same score with the mean score or above belong to the high learning interest and who get under the mean score considered as low learning interest category. Based on the analysis, the mean score of the students is 84, 27.

Normality test is done as one of the requirement before doing 2 ways analysis, besides the homogeneity test. The normality test is done to know whether the source of the sample come from normal distribution population or not. These are the resume of the normality test.

Table 1: Resume of normality spread test result

Group	Data distribution	Kolmogorov-Smirnov			Result
		Statistic	Df	Sig. (p-Value)	
Total Group	• Cultural treasure comprehension	0,063	56	0,200	Normal
	• Language skill	0,071	56	0,200	Normal
Experiment	• Cultural treasure comprehension	0,112	26	0,200	Normal
	• Language skill	0,102	26	0,200	Normal
Control	• Cultural treasure comprehension	0,133	30	0,185	Normal
	• Language skill	0,148	30	0,091	Normal

According to the result above obtained significance value higher than 0.05 for each of the normality test so H_0 is accepted. It can be conclude that the data came from normal population distribution. The purpose of variance homogeneity test is to know whether the sample of the population came from the same variant and not significantly different one another. The resume of homogeneity test between group results present on the table below.

Table 2: Resume of homogeneity test between group results

No.	Data tested	df	Levene Statistic		Result
			F	Sig. (p-Value)	
1.	Students Cultural treasure comprehension	3:52	0,101	0,959	Homogen
2.	Students' language skill	3:52	0,156	0,926	Homogen

From the table above, all of the F_{count} does not significant at the significance level of 0.05; shown by the *p-value* that is higher than the determined significance level 5%; or $p > 0.05$; it means there is no significance variance differences between group. It can be concluded that the data came from homogenous group. This research is the only research that studies the effect of integrative learning textbook model and learning interest toward cultural treasure comprehension and Indonesian language skills of TISOL learning students. Those reasons are making this research different from the previous research explained on the related literature.

It is proven that the use of the integrative learning textbook giving different result on cultural treasure comprehension and language skill for the foreign TISOL learners. Integrative learning textbook user students group is having better comprehension on cultural treasure and Indonesian language skill than the conventional textbook user students group. It is also found that it has different effect on the students with high learning interest and low learning interest. The result of the cooperative textbook implementation is giving higher cultural treasure comprehension and Indonesian language skill on the high learning interest group rather than the low learning interest group.

The result of the first, second, third, and fourth hypothesis testing done by 2 ways analysis of variance can be seen on the table below.

Table 3: Resume of the 2 ways analysis of variance of students' cultural treasure comprehension

Source		Sum of Squares	df	Mean Squares	F	Sig. (p)
Main Effects	<i>(Combined)</i>	438,696		219,348	7,359	0,002
	Between A	148,035		148,035	4,967	0,030
	Between B	276,708		276,708	9,283	0,004
2-Way Interactions	Inter AB	133,867		133,867	4,491	0,039
Model		572,562		190,854	6,403	0,001
Residual		1549,937		29,806	--	--
Total		2122,500		38,591	--	--

Note:

Between A

= between the use of Integrative Learning Textbook Model

Between B

= between learning interest

Inter AB

= interaction between the implementation of Integrative Learning Textbook Model and Learning Interest

There is significant different in the comprehension of cultural treasure viewed from the implementation of Integrative Learning Textbook Model shows with the F_{count} between A (textbook) is 4,967 with the *p-value* 0.030; proven $p < 0,05$. Viewed from the mean score, the treatment to the treatment group is 92, 58 for the mean score; while the control group is 89.17. This result proves that there is significant difference in the cultural treasure comprehension between foreign students who get Integrative Learning Textbook Model implementation and who get the conventional textbook implementation. The result of the fourth, fifth, and sixth hypothesis testing by 2 ways analysis of variance can be seen as follows.

Table 4: Resume of 2 ways analysis of variance language skill

Source		Sum of Squares	df	Mean Squares	F	Sig. (p)
Main Effects	<i>(Combined)</i>	81,254		40,627	7,483	0,001
	Between A	37,035		37,035	6,822	0,012
	Between B	41,520		41,520	7,648	0,008
2-Way Interactions	Inter AB	25,524		25,524	4,702	0,035
Model		106,779		35,593	6,556	0,001
Residual		282,308		5,429	--	--
Total		389,086		7,074	--	--

Note:

Between A

= between the use of Integrative Learning Textbook Model

Between B

= between learning interest

Inter AB

= interaction between the implementation of Cooperative Learning Textbook Model and Learning Interest

5. Discussion

This research is giving real proof the importance of Integrative Learning textbook model in increasing cultural treasure comprehension to the foreign students who learn Indonesian Language. In line with Wahab (2013: 55) that textbook plays important role in teaching and learning process since the book is a main agent to provide the knowledge to the students. Through the Integrative Learning textbook, the value of cultural education can be presented. Banks (2010: 23) said that content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture will be delivered to the students.

Akker (2011: 44) stated that the additional information about culture is a multicultural educational model which covers revision or learning material, include textbook revision. This strategy is beliefs as the most important thing in educational reformation and language teaching and learning curriculum development. The Integrative Learning based textbook, according to experts judgment, has been fulfilled the feasibility of the content (appropriateness, accuracy, and learning material support), proper implementation, or language appropriateness to increase students' cultural treasure comprehension (Marie, 2012: 79-101). Meanwhile in the conventional textbook (the previous book used in TISOL learning before the research), the quality of cultural treasure comprehension integration value is not enough and the integrated subdimensional needs an enrichment (Andayani, 2010: 23)

There is a significant difference on cultural treasure comprehension viewed from learning interest, shows by F_{count} between B is 9.283 with $p\text{-value}$ 0.004; proven $p < 0.05$. Viewed from the mean score, the high leaning interest group got 93.11 for the mean score; while on the low learning interest group is 88.55. Those results are proof that there is a significant difference of cultural treasure comprehension between students who have high learning interest and low learning interest. This research emphasized that in the Indonesian language learning process, learning interest is one of important dynamical aspect since the learning interest are able to increase the language comprehension. It have constant tendencies to pay attention on the language being learned continuously; excited to the language that is learned; obtaining pride and satisfaction when learning the language and; feeling involved in the language learning activities. On the contrary, if the four characteristics of learning interest have been disappeared or weak in the group member of spoken society it means that the people or the group has negative attitude. Dehbozorgi (2012: 40) stated that positive learning interest let the learners have positive orientation toward language learning. Thereby, Indonesian language learning interest plays important role in Indonesian language for foreign students. The attitude also takes a part in the success or failure of their learning; include the cultural treasure that must be learned by the students who learn Indonesian language.

There is interaction between the implementation of textbook model and learning interest to the cultural treasure comprehension. It shown by F_{count} inter AB 4.491 with $p\text{-value}$ 0.039, proven $p < 0.05$. The increasing of students' cultural treasure comprehension is a positive effect of the appropriate implementation Integrative Learning based textbook model.

Likewise the students' high learning interest can increase the students' comprehension of cultural treasure. The influence of the textbook and students' learning interest toward the cultural treasure comprehension show that the teacher choose proper textbook. By the fourth hypothesis testing, this research shows real proof the importance of integrative learning based textbook to improve students' Indonesian language skill. The material selection of language learning can determine the quality of teaching and learning process. As the part of material that is used in language class, textbook usually plays important role in the students' success of failure (Mukundan, 2011: 100) According to Arikan (2010: 38), school is a place where teacher, textbooks, class materials, activities and all attitude of the school or class member contributes to build students' cognitive and emotional through a meaningful knowledge and practice and unlimited numbers of messages or values that delivered to the students. Thereby, the existence of integrative learning based textbook to introduce local cultural treasure and develop the language skill for the foreign students in TISOL learning in Surakarta can be respond with the wider implementation of the textbook. There is significant difference on language skill viewed from the learning interest and mean score, on the students group with high learning interest the mean score is 79.10; while on the low learning interest group is 77,32. Those results proven that there is significant difference on language skill between students who have high learning interest and low learning interest.

This research proof that learning interest contributes to the mastery of Indonesian language skill. It is also emphasized by the research of Angelo & Cross (2012) that learning interest contributes toward language comprehension or competency that being observed. This is because of the attitude, especially positive learning interest, is an important factor in language learning. Agustina (2010: 153) added that the learning interest also influencing people to use a language, and not another language, in bilingual or multi lingual society. Akker (2011: 143) in his research explained that correlation index per language learning components having positive correlation, or ten to positive. The higher learning interest of people toward one language, the higher language skill he/she mastered. And if they proud or like to one language, the more they use the language and tend to teach the language to their generation. It shows that language learning interest is one of the complex factors that influence the language use beside of the participant, place, topic, situation, and motivation (solidarity, respect, and spirit) Yousoff (2013: 43).

The interaction between the use of textbook model and learning interest towards students' Indonesian language skill had been shown by the research result. It shows that the improvement of Indonesian language skill is a positive effect from the appropriate textbook implementation. Likewise with the students' high learning interest and learning interest toward Indonesian language skill. The influence of textbook model and students' learning interest toward language skill shows that the teacher properly chooses an appropriate textbook. Komara (2012: 9) emphasized that Indonesian language teaching and learning process for non-native needs to be related with various cultural treasures in the society, so, the teacher needs a guidance in Indonesian language teaching and learning process with local culture charged. Mohammad and Kumari (2012: 7) stated some topics in the textbook includes various teaching aids and sources (pictures, activities, and experiments) give appropriate explanation from the topic to promote conceptual comprehension. However, whether the teachers are able to effectively use this source or not, or they acknowledge the value of this source to use in teaching and learning activities in their class.

The success of the integration model of understanding local cultural treasures to TISOL with integrative learning will be able to accommodate number of universities in various countries in which Indonesian language is taught. This indicates that the Indonesian important role as a means of international communication has almost become a reality. Even today the ministry of education and culture of Indonesia has Dharmasiswa scholarship program for foreign students who are interested in learning Indonesian language in Indonesia. This program will be more effective and maximal if they want to involve the Indonesian teachers who are scattered around the world as well as working with the Indonesian embassy in the country. These educators can be used as a resource to introduce Indonesian cultural treasures. They are the ones who always meet and interact with the foreigners. They can influence the students to come and learn Indonesian language.

6. Conclusion and Suggestion

The conclusions of this research are: (1) the foreign students' cultural treasure comprehension of Indonesian language learning by the implementation of integrative learning textbook model is higher than the students with conventional textbook; (2) the local cultural treasure comprehension of students who have high learning interest is higher than students with low learning interest;

(3) there is significant positive interaction between textbook model and learning interest toward foreign students' cultural treasure comprehension who learn TISOL; (4) foreign students' Indonesian language skill of TISOL students who use integrative learning textbook model is higher than the conventional textbook; (5) students' Indonesian language skill who have high learning interest is higher than the students who have low learning interest; (6) there is significant positive interaction between integrative learning based textbook model and learning interest toward the Indonesian language skill of foreign students in Surakarta. The result of the two ways Anava analysis proved that there is significant interaction, so the analysis was continued with the next test (*post-hoc test*) with *Scheffe* test.

The suggestion proposed based on the research result and the conclusion explained above. First, Indonesian language teachers should implement integrative learning based textbook model beside of the conventional textbook has been used nowadays. it is aimed to increase the local cultural treasure comprehension and Indonesian language skill. It is also suggested that the teacher should able to develop the material based on integrative learning. Second, the teacher should guide foreign students' learning interest to learn Indonesian language. It is because interest plays important role in language learning and influenced in the success or failure of the students in the learning process. Third, foreign students who learn Indonesian language should strive on the comprehension of the multicultural local cultural treasure. Fourth, the one who determining policy should considering this research result to take the policy related to textbook selection in Indonesian language teaching and learning for non-native in Indonesia. Fifth, TISOL textbook writer should integrate the values of existed local culture. Sixth, other researcher should develop this research with considering another different attributive variable.

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