

# CHAPTER I

## INTRODUCTION

### A. Research Background

English is the world's most important language. It is certainly the world most widely used language. A language cannot be separated from culture. Culture is something that important to present the identity of the nation. Culture in language also shows identity. It shows that language cannot be separated from cultural condition. Language means to express their culture since culture is “shared meanings or shared conceptual maps” (Hall, 1997). A language is used to share and exchange meanings between the members of society through a system of representation, which is through sounds, words, physical gestures, clothes, food, music and so on (Hall, 1997).

The relationship between culture and language indirectly gives impact to language teaching. Valdes (1986) states that “it is virtually impossible to teach a language without teaching cultural content” (cited in McKay, 2002, p. 85). Unfortunately, the importance of culture in language learning is still neglected. Kramsch (1993) argues that „cultures are often seen as mere information conveyed by the language, not as a feature of language itself; cultural awareness becomes an educational objective. Besides , a language is social interaction in which the students learn how to communicate with others. Specifically, the function of English as an

international language may open wider communication. As a result, it is essential to improve students' cultural awareness so they can communicate with other people, especially with people from different cultures.

English language teaching involves many elements. One of them is course books. Hutchinson and Torres (1994) state that a coursebook is an almost universal element of English Language Teaching". Consequently, English coursebooks must contain some cultural elements or values. Kramsch (1993) asserts that one of the aims of the insertion of cultural contents in English language teaching is to develop interculturality.

There is a study talking about the cultural representation in English language teaching, especially in the English coursebooks. Pratiwi (2017) analyzes the cultural contents in an English coursebook entitled *When English Rings a Bell* which consists of three English course books and *Bright* which consist of three books. She analyzes the representation of cultures in Junior High School English course books by using cultural categories proposed by Byram (1993). She finds that the target culture mostly appears in English coursebooks. Therefore, She suggests that teachers need to create cultural learning when students are learning English. Also, Hope that the next future researcher focuses on more topic related to cultural representation.

Besides, culture as a way of life also dominates the cultural representation in the course books. Some argue that knowing the native speaker's culture and other cultures is important since it can prepare the

students to communicate with people from different cultures. For Senior High School students, it is necessary to start preparing them for cross-cultural communication in the future because, after the end of Senior High School period, the students will face the work or university. On the other hand, it is also necessary to build their identity nowadays.

Therefore, this study is going to discover how the English course books for Senior High School represent culture, specifically whether the culture is represented in the Student' culture, the teacher culture, or other cultures.

### **B. Research Question**

This study is going to answer one research problem, namely: *How is culture represented in the Senior High School English books?*

### **C. Research Goal**

This study is going to disclose how culture is represented in the English course books for Senior High School. To find out the representation of those cultures, cultural categories are going to be investigated. The cultural categories are food and drinks, places, art, traditional ceremony, social behavior, beliefs and values, history, and person. Also, the written texts and pictures in the English course books are going to be analyzed.

#### **D. Significance of Study**

This study aims to provide both scientific and practical benefits. The scientific benefit contributes to the English Language Studies knowledge about the cultural representation in the English coursebooks. The practical benefits may enlighten some parties, such as course book authors/editors/illustrators, English teachers/educators, students, and future researchers.

For English teachers or educators, the results expected to develop English teachers or educators' understanding of the importance of cultural learning in English language teaching. Besides, it can help them to select the appropriate course books for the students based on the cultural contents. Also for the students, the results can help them to comprehend more culture.

#### **E. Scope Of Limitation**

Because of the time constraints, this study considered some limitations. First, the limitation is the number of English coursebooks. This study only analyzes two series of English coursebooks. One English coursebooks entitled *Bahasa Inggris* is published by *Minister of Culture and Education* and one English coursebooks entitled *Pathway to English* are published by *Erlangga*. Second, the limitation is based on the unit analysis. This study uses a sample to analyze the course books. seven units from *Bahasa Inggris* book and five units from *Pathway to English* are analyzed in each coursebook. It is due to the time efficiency.

## **F. Definition of Key Term**

### **1. Content Analysis**

Content analysis is described as the scientific study of content communication. Krippendorff (1980, p.403) defined content analysis as an indigenous to communication research and is potentially one of the most important research techniques in the social science.

### **2. Culture**

Tüm and Uğuz (2014, p.358) define culture as The term “culture” constitutes the systems of knowledge including values, beliefs and attitudes, notions of appropriate behavior, statuses, and role expectations shared by a group of people, and is reflected in any language as a central to many of the challenges and the maintenance of social cohesion.

### **3. English Book**

An English Book has an essential role in English as Foreign Language (EFL) classrooms. Aliakbari, (2004, p.2) believes that book and other material used in learning generally present a certain way of looking at world, presumably through the cultural lens of the author.