

CHAPTER II

REVIEW LITERATURE

This section is used to review theories related to this study. It consists of two main parts, namely culture and English course books. Those theories are going to be reviewed in this section. Then, framework of this study also will be described and completed with review related studies.

A. Theoretical Review

1. Culture

The definition about culture is so complex. Kramnsch (1996) divided the culture into two definitions. First, definitions are about humanities and its focus on the way a social group represents itself like how they work of art, literature, and social institution. The second definition is the attitude of beliefs, ways of thinking, behaving and remembering shared by members of those communities. Brown (2000) same opinion that information, taught and feelings are conveyed by language in a language community or culture.

Something that shared, learned, and accepts in society through ideas, beliefs, attitudes, behaviors, and habits is culture. Culture in different area or grup may be different. But, some area has similiarity because of cultural exchange. In another case, Culture shows the identity a society and be an icon for those countries.

Related to this study, this research seeks to find out the ideas, beliefs, attitudes, behaviors, and habits of a society that represented in this senior high school books.

2. Culture and Language

Nowadays, language is the most important tools of communication (Richards and Rodgers, 2001). Tomalin (as cited in Moran 2001,p.17) defines culture as other aspects. They define that culture is the evolving way of life of a group of a person, consisting of a shared set of practices associated with a shared set of products, based upon of shared set of perspectives in the world., and set within a specific context. It is widely accepted that language cannot be separated from culture. A language spoken by people reflects their culture in the way they are thinking and living and what they believe. In other words, people can identify someone's culture in the way he/she speaks. It is in line with statements of Kramsch (1998) who states about the relationship between language and culture. He argues that a language can reflect people's identity since it can reflect the speaker's thoughts, attitudes, and beliefs. Those thoughts, attitudes, and beliefs can be reflected through how they use the language, for example, what they choose to say or not to say.

A language can also represent cultural identity since it is used as a medium for people to speak and it creates meanings that are understandable to the members of the group they belong to. People in a social group have their common ways of viewing the world. The ways they view the world are

shared to the other members of a group they belong to by a means of language. Then, a language can symbolize a cultural identity because a language is a system of signs that can reflect some cultural values. Related to the relationship between culture and language, the following sections will discuss linguistic relativity and cultural representation.

3. Linguistic Relativity

The relationship between culture and language are strongly connected with the Linguistic Relativity Hypothesis. Linguistic Relativity Hypothesis was proposed by Edward Sapir (1858-1942) and his pupil, Benjamin Lee Whorf (1897-1941); therefore this hypothesis was also well known as the Sapir-Whorf Hypothesis (Kramsch, 1998). This hypothesis argues that “the structure of language one habitually uses influences how one thinks and behaves” (Kramsch, 1998, p. 11). In other words, language shapes the way people think. The language affects how they view and express the world around them. It means different people speak a different language because the ways they view the world may be different.

However, this hypothesis has been through a long debate. Later, the scholars divided the Linguistic Relativity Hypothesis into two versions, a namely strong and weak form of Linguistic Relativity Hypothesis. The strong form hypothesizes that language shapes thought and perception and it has long been abandoned. Meanwhile, the weak form states that language affects thought (cited in Pae, 2012). The weak form has still been accepted since

there is some empirical evidence regarding that hypothesis.

The shreds of evidence are the effects of language on people's representation of space, color, time, substances, and objects.

Those empirical shreds of evidence show the close relationship between culture and language. It also informs that the speakers of different languages may not understand each other since they do not share the same ways of viewing and interpreting the world. It is not because their languages cannot be translated into one another (Kramsch, 1998). Therefore, it is necessary to understand people who speak different languages by having knowledge about them (cited in Elmes, 2003). It is in line with Kramsch (1998) who states that "understanding across cultures does not depend on the structure of the language, but on the common conceptual systems, born from the larger context of our experience (p. 13)."

In other words, when we learn a language, we do not only learn the structure of the language, but we also need to understand the culture of the language.

Consequently, language learning should involve cultural learning. Therefore, this study attempts to find out the cultural representation in the English course books as one of the elements in language learning.

B. Cultural Representation

It has been proved that culture and language cannot be separated since they are related. Therefore, culture can be represented through language,

specifically through how people say or symbolize something. Hall (1997) states that representation connects meaning and language to culture because representation means using a language to say something meaningful about, or to represent, the world meaningfully, to other people. Each culture has its meaning. To share the meanings of culture to other people, people need to use a means, namely a language. Therefore, language functions as a representational system. People can use signs, symbols, words, sounds, pictures, and etcetera to represent their culture through a language.

Therefore, O'neil (2006) states that language is more than a means of communication since it influences our culture. People can share and express their experiences, beliefs, knowledge, and behaviors and give meanings by utilizing a language (cited in Kirkgoz & Aggam, 2011). Strictly speaking, a language functions as a means to represent or symbolize the culture of a group or community through signs or symbols in forms of sounds (spoken language), written words, pictures, or illustrations. Related to this study, texts and pictures become the sources to discover the cultural representation in English books.

1. Cultural Categories

Adaskou, Britten, and Fahsi (1990, cited in McKay, 2002) categorize dimensions of culture into four senses. They are aesthetic, sociological, semantic, and pragmatic sense. The aesthetic sense includes literature, film, and music, while the sociological sense covers customs and institutions of the

country. The semantic sense represents how a culture's conceptual system is embodied in a language and the pragmatic sense represents how cultural norms influence what language is appropriate for which context is examined.

Dweik and Al-Sayyed (2015) develop a cultural checklist based on Shatnawi (2009) and Newmark (1988) and also add some extra cultural categories in their research. They develop twelfth cultural categories. First, history and politics cover famous figures, flags, national heroes or heroines, historical events, leadership, governments, and in relation with other countries. Second, religion and religion rituals include religious, places of worship, religious ceremonies, and religious holidays. Third, food and drinks can be seen through famous dishes, hot and soft drinks, food recipes, and eating utensils. Fourth, ecology comprises rivers, lakes, seas, mountains, plants, animals, weather, and climate. Fifth, economy can be in form of names of banks, currency, as well as buying and selling goods. Sixth, leisure time, music, and arts cover entertaining activities, popular sports, entertaining programs, touristic and entertaining places, traditional music, famous singers, actors and actresses, famous paintings and painters in addition to artistic productions such as films and plays. Seventh, dress includes traditional dress, men's and women's dresses, casual clothes, formal clothes and clothes of occasions such as marriages and funerals. Eighth, literature and science include different field of literature, famous poets, dramatists, and playwrights, scientific fields as well as biographies about famous scientists. Ninth, social behavior consists

of greeting and parting expressions, exchanging gifts, acceptable behavior. Eleventh, family and male-female relationship include role of women and men, equality between men and women, family gatherings and family relations. The last, first names cover all males and females names or nicknames

2. English Course Books

Hutchinson and Torres (1994) claim that a coursebook is an almost universal element of ELT teaching" (p. 315). It means course books are one of the most widely used sources of language learning which is used by teachers and students in language teaching and learning process. It is because the course books play some important roles in the teaching and learning process. The course books can provide some inputs, which are lessons in the form of texts, activities, explanations, and so on (Hutchinson and Torres, 1994). In other words, the course books consist of a set of planned and structured materials which is used in a classroom. The materials are usually in the form of exercises, activities, or tasks which are provided to the teachers and the students. Therefore, Cunningsworth (2005, cited in Crawford, 2002) defines that the course books can be a syllabus. It is because the course books can help the teacher and the students to know the goal or objective of the lesson and the whole activities done in the classroom. The course books can also help to divide roles between the teachers and the students. Briefly, the course books can become a framework for the teachers and the students (Ellis,

1982)

Related to the English course books, specifically, those are published in Indonesia, the following sections will talk about government policy on the English course books and the English book designs.

3. Government Policy on English Course Books

A course book has become one of the main sources in ELT in Indonesia. It is affected by the government's obligation to use a coursebook in all levels of every school (Permendiknas No. 2 the Year 2008 Chapter 1 Article 3). Therefore, a coursebook becomes a compulsory source in the teaching-learning process. It means every school and university in Indonesia must use a course book to support the teaching and learning process in a classroom. Thus, a course book plays a significant role in the classroom.

Mostly, the compulsory course books used by schools in Indonesia are developed based on the curriculum. If the curriculum changes, the new course books are soon developed adjusting to the new curriculum. Besides, the course books are designed by referring to *Kompetensi Dasar* or *Inti*.

Additionally, course books in Indonesia are firstly evaluated by *Badan Standar Nasional Pendidikan* before used by teachers and/or students as the learning source in schools (Permendiknas No. 2 the year 2008, Chapter 3, Article 1). It means the teachers and the students can only use the course books which have been evaluated and selected meticulously by the responsible department. Besides, the course books for each subject which are

used in primary and high schools were chosen through a teachers meeting based on the course books which have already been evaluated by the Minister (Permendiknas No. 8 the Year 2008, Chapter 5, Article 1). If the Minister has not yet decided the trustworthiness of the course books, the teachers meeting can select a course book which has been provided in the market by considering the quality of the course book and its fitness to the Education National Standard (*Standar Nasional Pendidikan*) (Permendiknas No. 2 Year 2008, Chapter 5, Article 2).

In conclusion, the course books must have been through a meticulous process of evaluation by the governments and teachers. It is to guarantee that the course books are trustworthy and useful for improving the students' knowledge and guiding teachers in the teaching and learning processes. Therefore, this study would like to study cultural representation in the English course books to enlighten those who involve in the education field to select the appropriate course books by considering the cultural contents as one of the criteria.

4. English Course Book Design

A course book design involves a notion of compromise. It is a compromise between all parties involved in the course books design. The teachers and the students who utilize the course books can also take part in. The government also participates in the course books design since the course books used in Indonesia are based on the curriculum. Certainly, it involves a long process to finally create and publish a course book. Designers have an

essential (and integral) function in making sure that the authors' ideas are properly and attractively presented. They also need to make the students and the teachers feel they are using materials with an up-to-date book.

5. Culture in English Course Books

Several studies discover some empirical shreds of evidence which prove the relationship between culture and language. Clouet (2006) claims a particular language reflects values and behaviors in a particular culture. As a result, when someone is learning a language, he/she is learning its culture as well. Simply say, learning a language involves learning its culture. Therefore, the inclusion of cultural contents in language teaching materials has been a wide and interesting issue among research.

a. Roles of Culture

Some support that the inclusion of cultural content is beneficial for English language teaching process. McKay (2002) argues that language teaching materials should include a variety of cultural elements. It can help the students to stimulate their interest and foster their motivation in language learning. Kilickaya (2004) suggests that English course books should not only contain grammatical features. The course books that too focus on grammatical features will cause the students less interested and motivated to learn a language. Therefore, it is suggested to include variety and excitement in language learning to develop students' interest (Kirkgoz & Aggam, 2011).

One of the varieties is the inclusion of cultural content in English course books. The inclusion of cultural content can help the students to boost their motivation and encouragement in language learning.

Kramersch (1993) establishes three benefits of the insertion of cultural contents in ELT. First is to establish an atmosphere of interculturality. In this case, interculturality means understanding foreign cultures by relating to one's own culture. It can be built by comparing and contrasting one's own culture with other cultures. Therefore, it is not only the transmission of information of cultures to the students, but it is to invite the students to reflect their own culture with other cultures. Second is to create teaching culture as an interpersonal process. Teaching a language is to teach the students to share meanings through an interaction. When the students interact with others, it is essential for the students to understand the cultures of the person whom they are speaking with, especially person of different cultures, to avoid misunderstanding. Therefore, rather than presenting or informing the cultural facts and behaviors, it would be better to teach the students to understand how to interact with people of different cultures. The third is to teach culture as difference. It is necessary to build students' awareness of a great variety of different cultures. Thus, culture plays an important role in language learning, especially for Senior High School students. It is a critical start for them to prepare themselves for wider communication, especially with people from different cultures. As a result, they need to be allowed to understand and respect other cultures. Besides, it is also important to build Senior High

School's identity by understanding their culture well. Later, they can reflect their own cultures with other cultures and it can lead them to better communicate with people who have different cultures.

b. Types of Cultural Information

Cortazzi and Jin (1999) distinguish three types of cultural information that can be used in language course book materials. They are source culture materials, target culture materials, and international culture materials. First, source culture materials are materials that represent learners' own culture. In this study, the source culture is Indonesian. Second, target culture materials are materials which depict culture from language that the learners' study (as cited in McKay, 2002). In this case, the target culture is a culture where English is spoken as a first language, specifically English-speaking countries or Inner Circle Countries (ICC). According to Kachru (1997, cited in Kilickaya, 2009), English-speaking countries include England, USA, and Canada. In the last, international culture materials are materials which portray cultures from English and non-English-speaking countries (McKay, 2002). In other words, the international culture is culture from other countries, except source culture and target culture.

However, it is still a dilemma to claim which culture should be represented in the English course books. The source culture is surely necessary for the students to know their own culture, so they can have enough topics and vocabularies related to their cultures. Hence, later, they will be

able to interact with other people from different background and introduce their cultures as well (McKay, 2002).

Meanwhile, the inclusion of the target culture and the international culture in the English course books is also important. Besides increasing the students' motivation and attitudes toward English learning, it can build students' cultural awareness. Cultural awareness means to become aware of another cultural group including their behavior, their expectations, their perspectives, and values. Further, knowledge about other cultures can help students when communicating with other people from different cultures (McKay, 2002).

C. Theoretical Framework

This section intends to give a framework of how to answer the research question. The English course books have become the main resource in ELT in Indonesia. All schools must use the English course book in the teaching learning process in the classroom.

This study focuses on the cultural representation in the English course books for Senior High School. Therefore, after reviewing the related theories, Figure 2.1 presents the construct map of how to answer the research problem.

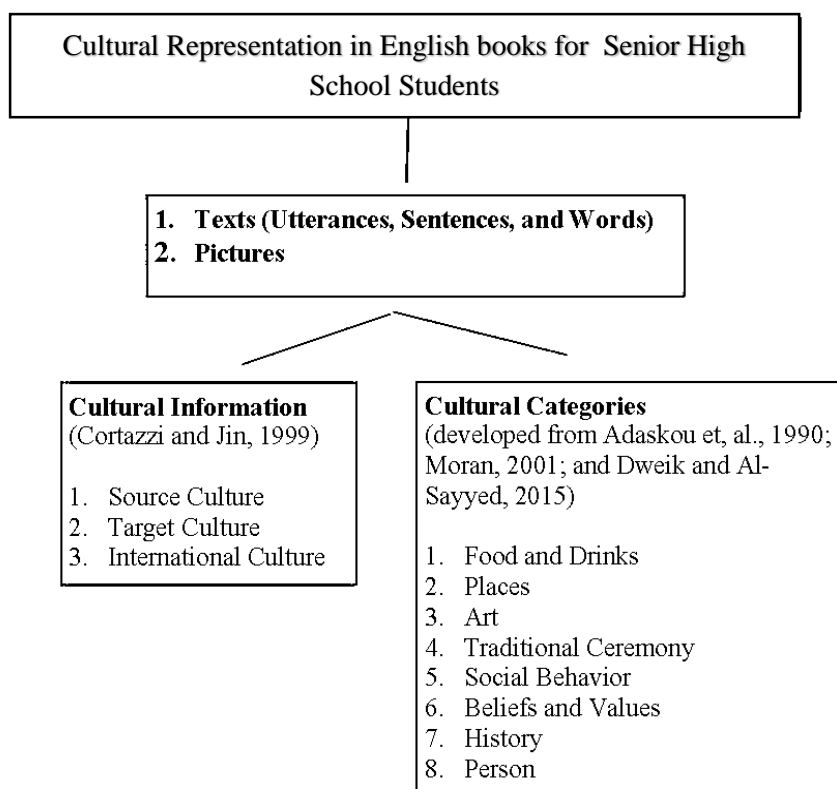


Figure 2.1 Framework of Pre-Understanding

D. Review of relevant previous studies

Some researchers have investigated textbooks and other materials for teaching English as a foreign language around the world. They have analyzed those textbooks by using various frameworks from many experts. The explanations of the related previous studies are presented below.

Najmiatul Fauza (2018) investigated Cultural content analysis of English Textbooks for Senior High School Entitled “Bahasa Inggris 2017 Revised Edition. She analyzed the types of culture and how they were represented. She found that *Bahasa Inggris* for grade X dominantly presented source culture compared to the target culture and the

international culture. She used Bahasa Inggris 1 and Bahasa Inggris 2. the first textbooks tend to promote local cultures in learning English. It is good at raising students' awareness of their own cultures. On the other hand, the second textbook is predominantly presented to lead the students to be aware of the native speakers' cultural context. The researcher tries to find out in different grade or different level. This research also suggested that the next researcher can represent the cultural aspects in a balanced way or at the same level but different publisher so that can compare each other.

Pratiwi (2017) investigated the cultural representation in the English textbook for Junior High School in Yogyakarta. She analyzed the content of cultural categories in the English textbook for junior High School. The research was analyzed by using two frameworks. The first framework from Cortazzi and Jin (1999), consist of three aspects: Source culture, Target culture, and International culture, this was used to reveal what cultures were represented in the textbook. Meanwhile, the framework from Adaskou, Britten & Fahsi (1990), contains four aspects namely the aesthetic sense, the sociological sense, the semantic sense, or the pragmatic sense. It was used to reveal how cultures were represented.

The result showed that the source culture was dominant discussed in the textbook. On the other hand, regarding how cultures are represented, the cultural aspects were generally represented by Aesthetic sense.

This research also suggested that the textbook can represent the cultural aspects in a balanced way, such as adding more material about source culture and international culture.

Rashidi and Meihami (2016) researched the cultural content of the ELT textbooks in Inner, Outer, and Expanding circles countries. The results showed there were differences among those textbooks. Inner circle contained more L1 (Source Culture) and L2 (Target Culture). While Expanding Circle contained more L1 and international Culture (L3). Moreover, the ELT textbook for Outer circle showed the tendency to contain L1, L2, and L3. Besides, the inner and outer circle contained more L2 aesthetic cultural elements, whereas the expanding circle tended to represent the cultural aspect through L1 aesthetic and sociolinguistic cultural senses.

Syahri and Susanti (2016) researched the analysis of local and target culture integration in the English textbooks for senior high school in Palembang. The research aimed to find out the percentage of local culture and target culture integration in the textbooks. The results indicated that for analysis.

Tum and Uguz (2016) investigated research on cultural elements in a Turkish textbook for foreigners. The research was attempting to answer whether the textbook included cultural elements related to Turkish or world cultures. The result indicated that the cultural elements (native and world culture) are slightly inserted.