

CHAPTER I

INTRODUCTION

This chapter presents six topics related to the study. These topics cover background of knowledge, statement of research problems, objectives of the research, significances of the research, scope and limitation of the research, and definitions of the key terms.

A. Background of The Research

Culture is one of essential factors in getting to know language particularly English. As mentioned by Risager (2014), it is not possible to separate language and culture due to the fact that the language practices are related to the cultural and social practices in the real life. Cultures are certainly embedded in a language which includes foods, habits, norms, general value, lifestyles, and beliefs. When a learner learn new language they are additionally get a new cultural knowledge. Inside the different word, both language and culture are associated each other. Brown (2000) highlights that language and culture are interrelated and will lose their crucial components if are separated. Tudor (2001) stated that the socio cultural dimensions of communication and the cultural contents intervene extensively in language use. Therefore, culture cannot be ignored in the application of language teaching. From the statements above can be concluded that it is not possible to teach language without

teaching cultural content material due to the fact if cultural aspect is missing in language teaching, the learners cannot be able to interpret the language that is embedded in that culture.

In English learning, the existence of English textbook is important because it nonetheless considered as the most accessible, usable and practical learning media wherein it do not require any tools and energy such as electricity. Within the process of language teaching, a textbook helps teacher to teach effectively because the gaining knowledge of materials are covered and thoroughly spelled out in detail. It can be a guide for teachers to teach the learner based on the theory in the textbook. Wen-Ceng (2011) asserts that the textbook may also feature as a supplement to the teacher's instruction in the English teaching and learning process. Teacher also achieves some additional information from the textbook. The textbook provide organized chapters which comprise the plans and instructions that teacher needs to cover some subjects in detail.

However, in a few case textbook could not work as good as it expected to, it needs a considerate process of a textbook selection based on its cultural content. Dorò (2013) believes that the selection of a textbook is tricky due to the fact that it set the road to or provides a model of how to discuss and interpret the culture. The text book not only attractive in phrases of presentation but also consider the students socio-economic backgrounds, cultural background and the objective of the learning. Gomezz (2015) states

that textbook should comprise sufficient material to assist the learner to build intercultural communicative competence. But, some textbooks could not present an appropriate cultural content material. When the learners are not exposed to enough cross-cultural understanding, they might be misinterpreting other culture and tend to be stereotyping. The textbook needs to provide balance content of target culture, international culture and also source culture. Although, number of research showed that the target culture not constantly provided despite the fact that the English textbook are expected to contain of target culture where the English is delivered (Aliakbari, 2004)

In this case, the cultural content material analysis is essential in the selection of a textbook before it is used in English teaching and learning process. It is needed to lead the teacher in determining the precise textbook based on some aspect of the cultural content mentioned before. An appropriate cultural content material lead the learner to raise the awareness in their own culture, to raise the intercultural competence as a way to reflect their culture by learning the culture of English speaking countries. This is aimed to get the learners awareness of their culture and improve their knowledge of many different cultures. By gaining knowledge of new culture from a textbook, the students wanted to be sensible and smart in adapting eliminating the culture based on their local value. According to Tm & Uguz (2014), the studies on textbooks for TFL are still limited and especially investigations for cultural elements need to be elaborated.

An analysis of cultural content of an English textbook has been conducted by Nurjannah & Umaemah (2019) at their study entitled “An Analysis of Cultural Content in The Textbook ‘Pathway to English’ For Second Grade in Senior High School”. There were two aspects that presented in their research. The first aspect was the cultural categories of Cortazzi and Jin (1999) and that had most huge amount of the proportions was target culture. The other cultural category that has small part was local culture and the last which has the smallest part was international culture. The second aspect was five dimension of Moran’s theory (2001). The most that has huge amount of proportion in five dimensions was product the second part is person and community. Practice and perspective were the small part that represent in the textbook.

Another study about an analysis of cultural content of an English textbook was conducted by Faris (2014) entitled “Cultural Content Analysis of An English Textbook for Senior High School Grade Three in Cianjur, West Java”. The researcher used the theory of Cortazzi& Jin (1999) to reveal what cultures are represented and the theory of Adaskou, Britten & Fahsi (1990) to reveal how the cultures are represented in the textbook. This study showed that the target culture was predominant in the textbook. Source culture had the lower percentage and international culture was the lowest. Regarding how cultures were represented in the textbook, generally culture was represented by the aesthetic sense. The lower percentage showed by sociological sense, pragmatic sense and the semantic in the lowest percentage.

The last study about the same topic was conducted by Silvia (2014) entitled “Cultural Content in English Textbook Used at Madrasah Tsanawiyah Negeri DKI Jakarta”. The theories used are Cortazzi & Jin (1999), Yuan (2011) to develop the checklists and Byam (1997) to determine the status of the textbook. The study showed that the source culture was dominating the cultural content of the textbook while the target culture and the international culture were balance. In the term of how the cultures were represented, the aesthetic and pragmatic senses were presented more frequently than the sociological and semantic sense.

In this study, the researcher analyzed the cultural content of an English textbook entitled “When English Rings a Bell” for eight grade students of junior high school in the terms of what types of culture included in the textbook and how the culture are represented. Furthermore, there are several reasons why the researcher chooses the book. The series of the textbook is suitable with the current curriculum which is 2013 curriculum. Some experts have arranged this book directly under the coordination of Ministry of Education and Culture of Indonesia. Wachidah (2017) claimed this book as “The live document” because it will always be revised, improved and updated in line with the change of the times. In this study the researcher analyzed the latest revision of this book which has been used until now which is the 2007 revised edition. Therefore, in term of cultural content, the textbooks “When English Rings a Bell” is need to be analyzed.

B. Statement of Research Problems

1. What types of cultures based on the theory of Cortazzi & Jin (1999) are represented in English textbooks “When English Rings a Bell” for the eight grade students of junior high school?
2. How are the cultures represented in English textbooks “When English Rings a Bell” for eight grade students of junior high school based on the theory of Adaskou, Britten & Fahsi (1990)?

C. Objectives of the Research

1. To investigate what types of cultures based on the theory of Cortazzi & Jin (1999) are represented in English textbooks “When English Rings a Bell” for the eight grade students of junior high school.
2. To analyze how the cultures represented in English textbooks “When English Rings a Bell” for eight grade students of junior high school based on the theory of Adaskou, Britten & Fahsi (1990).

D. Significances of the Research**1. Theoretical benefit**

The findings of this study can be used as one of the references or information in conducting the similar studies under the equal subject matter. It becomes an input to reconstruct additional standard for textbook evaluation through adding cultural content to develop more appropriate and culturally suitable content for Indonesian learners.

2. Practical Benefit

The result of this study can answer the strength and weaknesses of the textbook investigated in term of cultural content material. The findings of this study can provide teachers a comprehensive information about cultural aspect that include in English textbook which is currently used in teaching learning process. Teachers be able to identify and evaluate examine varieties of cultural aspects are suitable in the textbook and they also can be higher adapted the modern textbooks so it enhance the students cultural awareness.

E. Scope and Limitation of the Research

This research focused on investigating the cultural content of the English textbooks “When English Rings a Bell” for eight grade students of junior high school. This study analyzed the contained cultural aspect based on the theories of Cortazzi and Jin (1999) and Adaskou, Britten and Fahsi (1990).

F. Definitions of the Key Terms

To avoid ambiguous meaning of a few phrases in this research, the researcher provided some explanations of the phrases:

1. Content Analysis

Content analysis is generally used to measure cultural change and discuss aspects of a culture. The content material will be words, pictures, themes, ideas and any messages that are prepared to be communicated and the text may be written, visual or spoken forms that are served as a medium of communication such as books, films and documentations (Stemler, 2001). It seeks to analyze data within a specific context in view of the meaning

someone, a group or a culture, attributes to them. In this study, content analysis means to analyze the cultural content of English textbook for eight grades students of junior high school entitled “When English Rings a Bell”.

2. Cultural Content

There are various definitions about culture. As Tüm and Uğuz (2014, p.358) define culture as The term “culture” constitutes the structure of knowledge consisting of values, beliefs and attitudes, statuses, notions of appropriate behavior, 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. According to Cortazzi and Jin (1999), cultural contents of a textbook are categorized in the source culture, target culture and international culture.

3. Textbook

An English textbook has a vital role in English teaching and learning process. Aliakbari (2004) believes that textbook and other material used in English learning generally present a certain way of looking at world, presumably through the cultural lens of the author. In addition, Dorò (2013, p.285) states that the traditional role of textbooks is presenting a set of information about the history, literature, and major institutions of a country. According to Yulianti (2011), a textbook is an educational material which consists of content and material of the subject that is presented in written form and has great contribution in the teaching and learning process.