CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents associated literature concerning to the general concept of culture, culture in English language teaching, definition of textbook, textbooks in English language teaching, cultural content in the textbook and review of relevant previous studies.

A. Culture

1. Definition of Culture

The concept of culture is simply too complex to define. Therefore, some experts have distinct definitions about culture. Matsumoto (2016) explained culture as a set of attitudes, values, belief and behavior shared by group of people but different individual, communicated from generation to the next. However, Spencer (2008) claimed that culture is a fuzzy basic set of belief, policy, values, procedure, orientation, and behavior which shared by a group of people and influence other through their interpretation. Different with the preceding concept, Brody (2003) divided culture into two concepts 'big C' and 'little c'. Culture as 'big C' represents formal culture such as a set of facts and statistics relating to the history, arts , geography, education, business, festivals and customs of a target speech society. While 'little c' culture refers to the habitual components of life and encompasses the whole lot as a complete manner of lifestyles. Furthermore, Bennett and Allen (2003) stated

that 'Big C' and 'little c' are related to 'objective culture' such as products and practices and that culture representing people's beliefs and views needs to be classified into 'subjective culture.'

However, Moran (2001) argued that a dichotomous concept of culture was incomplete and introduced 'communities' and 'persons' as the additional elements to be taken into the cultural dimensions. After organizing the five dimensions of culture, or products, practices, perspectives, persons and communities, he gave a definition of culture as "the evolving manner of a group of persons, such as a shared set of practices associated with a shared set products, primarily based upon a shared set of perspectives on the world, and set within precise social contexts" (Moran, 2001).

The forms of those practices are language and different kinds of communication and self-expression as well as action associated with social groups and the use of products. Moran (2001) additionally mentioned the symbiotic courting between language and culture considering that language impacts and reflects culture and vice-versa. Practices are both verbal and nonverbal, together with interpretations of time, space, and the context of communications in social situations relating additionally to appropriateness and taboos. Perspectives provide meaning and constitute worldview, they might not seen explicitly. They cover perceptions, beliefs, values, and attitudes that underlie the product and that guide persons and communities in the practices of the culture.

2. Culture in English Language Teaching

Culture has a vital function in language teaching because both language and culture are related to each other. By learning a culture learner capable to interpret the language that is embedded in that culture. McKay (2003) claims that culture influences language teaching in linguistic and pedagogical. Linguistically, culture is vital aspect inside the linguistic dimension of the language itself. It affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it affects the choice of language substances due to the fact cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration whilst figuring out upon the language substances. Both linguistically and pedagogically, the role of culture in language learning cannot be neglected.

In addition, Brown (2000) believes that to be able to speak and have interaction inside the foreign language, a learner of foreign language need to grasp the language and discover the ideals from his native language and his culture. In light of the inseparable relationship between language and culture, scholars and educators have emphasized the significant role of culture in language teaching and learning. As an example, McKay (2002) notes that the integration of cultural components into language teaching improves the language class motivation. We cannot be competent within the language if we do not have an awareness of that culture, and how it relates to our own first language/first culture.

There are some cultural content that should be including to the English textbook. Cortazzi and Jin (1999) proposed three types of cultural information to be included in language textbook. The first type of culture is target culture materials. The second type is source culture materials, and the last type is international culture materials. The cultural content of a textbook additionally categorized based on the four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990). This framework covers the general categorizations of culture which are the big C and the small c culture. The culture with the big C refers to the cinema, the media, music and other literature aspects. The small c culture refers to the organization and nature of friends, family, and institutions. The culture within this framework was categorized into four senses which are pragmatics sense, sociological sense, aesthetic sense, and semantic sense.

B. English Textbook

1. Definition of Textbook

Textbook is a universal element of a language teaching. Wen Ceng (2011) asserts that the textbook may feature as a complement to the teacher's instruction within the English teaching and learning process. Teacher can also gain additional knowledge from textbook. The textbook offer organized units which contain the plans and lessons teacher needs to cover a few topics in detail. Harmer (2007) states that the most vital factor of textbook use is for teachers to attempt to engage students with the content material they are going

to handle. Not only for teacher, textbooks also meaningful for the students. Richard(2014) states two functions of the textbooks for the students and the inexperienced teachers. For the students, the textbook provide the most important material to connect with the language aside the teacher inputs. For the inexperienced teacher, textbooks may function as a teaching training. The textbook provide ideas on how to prepare and teach lessons and also the formats that can be used by them.

2. Textbooks in English Language Teaching

Textbook is one of the vital aspects of teaching and learning experiences since it play an essential function in English classroom. Aliakbari (2005) stated that textbooks have crucial role in English language teaching. Textbooks can offer many advantages for both students and teachers when they are being used in the ESL /EFL classrooms. According to Tomlinson (2005) textbooks offer the main material for a course, serving as the basis for language input learners receive and the language practice that occurs in the classroom. Therefore, Teachers use textbooks to plan and give the lessons and students depend on them for linguistic content and model. Ekawati and Hamdani (2012) point out six roles of textbook in English language teaching. First, as a teacher, the textbooks contain the material such as beliefs, cultures, and activities that instructs the students about the English speaking cultures. Second role of a textbook is as a map. The textbooks set the direction and instruction about topic being learnt by the students.

The third role is as a useful resource wherein students discover the source of the topic and material mostly in the textbooks. The forth role is an instructor which guide an inexperienced and untrained teacher accomplishes step by step instruction. The fifth as an authority, the textbooks are written by the professional and deliver the authorization of crucial publishers or minister of education. And the last role is as an ideology. The textbooks reflect a worldview or cultural system, a social construction that maybe imposed on teachers and students and construct their perspective of a culture. Additionally, English textbooks may function as a form of cultural politics. Since textbook has many important roles in learning language, choosing the best textbook for the learners is really needed.

One of the concerns in choosing the best EFL textbook is the cultural contents inside it. Learning a language means learning the culture. Han & Bae (2005) claimed that it is impossible to teach the target language without teaching its cultural content. However, it is not a call to separate the teaching of culture from language, but rather to furnish students with cultural awareness and experiences (Al-Sofi, 2018). Chao (2011) states that EFL/EIL learners should be provided various opportunities such as the help of well design English textbooks to develop their Intercultural communicative competence effectively. As the learners of foreign language, the Indonesian learners might not experience the culture of English in real life. Consequently, the classroom

where the students learn English, should be the place where the learners have some connection with the culture.

3. **Cultural Content in The English Textbook**

According to Gomezz (2015), a textbook needs to contain sufficient material to help learners construct their intercultural communicative competence. By learning the cultural content in the textbook the students are not only able to master four skills as well, but also able to raise the cultural awareness in the term of flexibility, sensitivity, and tolerance among cultures in developing their intercultural communicative competence. There are some categories of the cultural content material that should be represented in an English textbook.

Based on Cortazzi & Jin (1999), a good English textbook should contain three categories of culture called as C1, C2 and C3,4,5. C1 refers to the source culture or the learner's own culture, C2 refers to the target culture or the culture of the countries which use English as the first language, and C3, C4, C5 refer to the international cultures which are the cultures of countries which use English as the international language. Including those three categorizes of culture in the EFL textbook can help learners to develop their intercultural communicative competence. Those cultural content materials can be represented by four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990).

a. **Types of Cultural Contents in Textbooks according to Cortazzi and Jin**

There are some cultural content that should be including to the English textbook. Cortazzi and Jin (1999) proposed three types of cultural information to be included in language textbook. The first type of culture is target culture materials. The second type is source culture materials, and the last type is international culture materials.

1. The source culture

The source culture material refer to material presenting language learners own culture. The source culture here refers to Indonesian cultures. Indonesia is split into many ethnics together with Acehnese, Javanese, Sundanese, Balinese and many others ethnics. The content about source culture can be in the form of Indonesian legend stories, Indonesian local places, Indonesian traditional dance, and other aspects. As an example the story about "*Danau Toba*" which is one of Indonesian legend story. The source culture mateials have an important role in promoting cultural content in classrooms, as one the aims is to make learners become more aware of their own culture (Byram, Gribkova & Starkey, 2002).

2. The target culture

   The target culture materials cover the materials presenting the culture of English native speaker's countries. The target culture belongs to the inner circle countries such as United Kingdom, United States, Canada, and New Zealand. The purpose of integrating target culture components into textbooks is to help learners enhance learner motivation and develop their attitude toward language teaching (McKay, 2002). The target culture materials additionally reveal the learners to the cultural contexts of the target language. García (2005) proposes that there are five advantages from familiarizing language learners with the target language culture. The first advantage, it enhances knowledge of world and foreign society for the learners. Second, it introduces learners with prominent behavior related patterns of target community. Third, it fosters the learner's respect and tolerance attitude to each other. Fourth, it promotes ones" concept of his/her culture to the others. And the last, it brings out ones cultural assumption role or increases learner's intercultural communication competence.

3. International culture

   International culture materials refer to materials presenting a wide variety of culture in countries around the world where English is not used as their first language but as an international language such as in China, Brazil, Korea and other countries. The international culture includes

cultures of all countries in the world except those which are categorized as source and target culture. According to Alptekin (2016), the international culture material should be embraced into the lessons because it highlights the diversity of world and helps the learners to develop skills, such as showing positive attitudes towards other people or other cultures.

McKay (2004) revealed a few benefits of using content from an international target culture in the teaching of English as an international language. She states that learning cultural information from international cultures allows learners to develop cross-cultural sociolinguistic competence by helping them to acquire their own notions about the ways to communicate appropriately with native and non-native speakers of English in international settings.

b. **Four Senses of Culture According to Adaskou, Britten & Fahsi**

Cultural content of a textbook additionally categorized based on the four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990). This framework covers the general categorizations of culture which are the big C and the small c culture. The culture with the big C refers to the cinema, the media, music and other literature aspects. The small c culture refers to the organization and nature of friends, family, and institutions. The culture within this framework was categorized into four senses which are pragmatics sense, sociological sense, aesthetic sense, and semantic sense.

1. The aesthetic sense

    The aesthetic sense of culture refers to the music, media, cinema, and in particular literature studies that are often to be one of the major reasons for language teaching. The aesthetic sense of culture can be perceived as the top of an iceberg or the big C of culture. In the textbook, this sense of culture is typically discovered inside the textbooks in terms of the information about theater, cinema, concert, song, and other contents of big C.

2. The sociological sense

    The sociological sense of culture refers to the organization and nature of family, home life, interpersonal relation, work and leisure, custom, material condition, and institution. The sociological sense of culture can be perceived as the bottom of an iceberg or the small c culture. This type of sense is also commonly used to represent the relationship between family members, institutions and friends. This sense aims to assist the interpersonal communication between people around the learners.

3. The semantic sense

    The semantic sense of culture covers the conceptual system embodied in the language and conditioning all our perceptions and our thought process. Many semantics areas such as food, clothes, and

institutions specific due to the fact they relate to a particular manner of life that is to our sociological experience of tradition. So these cultural features like culture in one's sociological sense might different for English from one English speaking country to another. This type of sense is uncommonly stated in the textbook.

4. The pragmatic sense

   The pragmatic sense or sociolinguistic refers to the background knowledge, social skills, and paralinguistic skills, in addition to master the language code, make possible successful communication. It consists of: (1) the capacity to use appropriate exponents of the diverse communicative functions, (2) the ability to apply suitable intonation patterns, (3) the ability to conform to norms and politeness, that are different from the learner's culture, such as taboo avoidance, awareness of conventions governing, interpersonal relations, question about status, obligation, and license, (4) learners' familiarity with the primary rhetorical conventions in different written such as distinct styles of letters and messages, form-filling, and commercials.

C. Cultural Content Analysis in English Textbook

   Related to the importance of English textbook in English language learning process, the textbooks are massively used in English teaching and learning process in the terms of meeting the needs of the learners so that they can functions linguistically and culturally well in English communication acts.

Based on the previous discussion about culture before, it might be said that the position of cultural knowledge in a textbook is hardly important, so it is better to know how to understand it by using a certain method called cultural content analysis.

According to Stemler (2001), content analysis is generally used to measure the cultural change and discuss about special aspects of a culture. The content can be in the form of words, ideas, pictures, themes and any messages which might be planned to be communicated and the textual content may be written, visual or spoken forms that are served as a medium of communicating process which includes books, movies and documentations. In addition, Prasad (2008) states that content analysis conform to three basic standards of scientific method. The first one is objectivity which means that the analysis is pursued on the idea of explicit guidelines, permit different researchers to gain the identical results from the equal files or messages. Second, systematic which is the inclusion or exclusion of content is completed in step with some continuously applied rules in which by the opportunity of such as only substances which guide the researchers idea is eliminated. And the third is generalization which the outcomes acquired by using the researcher may be applied to other similar situations.

However, content analysis has both strengths and weakness. Some strengths of content analysis are mentioned here. First, it is a great method because it is unobtrusive. It doesn't have any effect on the person being

studied since the cultural elements have been produced. Second, it is relatively easy to gain access to the media source or publication that we want to study. Third, it can present an objective account of events, themes, and issues that might not be immediately apparent to a reader, viewer, or general consumer. While content analysis also has some weaknesses. First, it is limited in what it can study. Since it is based only on mass communication either visual, oral, or written. It cannot tell us what people really think about these images or whether they affect people's behavior. Second, it may not be as objective as it claims since we must select and record data accurately. Third, it can be time consuming (Stemler, 2001).

D. Review of Relevant Previous Studies

Few researchers have investigated textbooks primarily based on it cultural content material. An analysis of cultural content material of an English textbook has been performed 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 are two aspects that presented in their research. The first aspect was the cultural categories of Cortazzi and Jin (1999) that has the most amounts of the proportions is 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 aspect that has huge amount of proportion in five dimensions is product the second part, 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 also 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 is predominant in the textbook. Source culture has the lower percentage and international culture is the lowest. Regarding how cultures are represented in the textbook, generally culture is 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 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 cultures dominated the cultural content of the textbook while the target culture and the international culture are balance. In the term of how the culture was represented, the aesthetic and pragmatic sense are presented more frequently than the sociological and semantic sense.

In this study, the researcher used the same frameworks the three studies mentioned by using the theories of Cortazzi and Jin (1999) to analyze the cultural categories and Adaskou, Britten &Fahsi (1990) to analyze the five dimension of culture. 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 spite of the fact that the previous studies mentioned used the same theoretical framework about the types of the culture from Cortazzi and Jin (1999) and one of the study which is conducted by Faris (2014) used the same theoretical framework with this study to reveal how the culture are represented from Adaskou, Britten &Fahsi (1990).

This study revealed that the types of culture based on the theory of Cortazzi& Jin (1999) are dominated by source culture. This result is in line with the study conducted by Silvia (2014) which showed that the source cultures dominated the cultural content of the textbook. However, the amount of the target culture and the international culture in her study are balance while this study revealed that the target culture materials are represented more than international culture. In the other hand, the study conducted by Faris (2014) and Nurjannah & Umaemah (2019) showed that the target culture is predominant in the textbook. Regarding how cultures are represented in the textbook, this study showed that most culture are represented by pragmatic sense. While the two previous studies conducted by Faris (2014) and showed that the culture are mostly represented by aesthetic sense. The study conducted

by Silvia (2014) revealed the aesthetic and pragmatic sense are presented more frequently. Since the object of the research are totally different, it is impossible to reveal the same result. The different object used will significantly reveal different result of the research.