

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents six topics related to this chapter. Those include the background of the research, statement of the research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

#### **A. Background of The Research**

English language teaching is very important because of the global status of English. English language teaching is a process that requires great effort from all the participants. In language teaching, most teachers use various types of media to support students' understanding of theory. Teaching a language as a means of intercultural communication and introducing those learning a language to the spiritual inheritance of the countries and people has had a great significance in modern society, where we can observe the broadening and strengthening of the economic and cultural links between people.

One of the media used commonly by teachers to support the teaching and learning process in the school or institution is the English Textbook. According to Anjayenulu (2013, p. 1), Textbooks are the most important elements of the teaching process for the aims and objectives of a course. Dealing with globalization, Indonesia considers English a foreign language, like other countries. In Indonesia, English is not only the main foreign language but has also

been implemented as a compulsory subject in Junior High School until Senior High School. And also According to Tomlinson in Halimatul (2013, p.2), the textbook is one of the learning materials that can be used by teachers and students in order to help the teaching and learning process in the classroom. The textbook is a significant element in the teaching and learning process.

In teaching and learning activities, the textbook is a main primary resource for teachers as their guidance. Textbooks provide English for Foreign Language (EFL) teachers with guidelines concerning syllabi, teaching methodologies, and teaching materials. A textbook is a manual of instruction in any subject of study used primarily in schools. In Indonesia, textbooks are produced according to the government, and textbook is one of the media that can make the teaching and learning process more manageable. Textbook analysis is a way to describe all content of the textbook. The textbook analysis is a tool to analyze text material, which functions systematically. The textbook analysis provides new insights, increases the researcher's understanding of specific phenomena, or informs practical action. This textbook analysis could likely be a research tool. English textbook "Think Globally Act Locally," of the ninth grade Junior High School textbook developed based on the curriculum 2013 launched in 2015 by the Ministry of Education and Culture of Indonesia. This textbook is a subject of the research that has been analyzed.

Textbook plays a crucial role in facilitating and supporting the students' need. The textbook must consist of the elements stated in the curriculum. Textbook plays a crucial role in facilitating and supporting the students' need.

Furthermore, the textbook is also deemed a guideline for the teacher and students to learn English easily. In other words, textbooks have interesting content to motivate and stimulate students during the learning process.

The researcher analyzes this study to know how the condition of teachers and students in the level of Junior High School use English textbooks as media to deliver the material. The students are taught about language without introducing the importance of socio-culture, especially Indonesian culture, which appears in the English textbook "Think Globally Act Locally." So, they do not know about the types of Indonesian socio-culture, and the teacher does not teach it directly. Moreover, socio-culture is not separated in daily life. Thus, the research is very important to analyze because Indonesian socio-culture will be analyzed from the textbook "Think Globally Act Locally." Then it will share with students in order to get to know about socio-cultural aspects.

## **B. Statement of The Research Problems**

1. What types of Indonesian socio-cultural content are found in the English textbook "Think Globally Act Locally" for ninth grade?
2. How are the Indonesian socio-cultural content presented in the English textbook "Think Globally Act Locally" for ninth grade?

## **C. Objectives of The Research**

1. To find out the types of Indonesian socio-cultural content are found in the English textbook "Think Globally Act Locally" for ninth grade

2. To analyze the Indonesian socio-cultural content presented in the English textbook “Think Globally Act Locally” for ninth grade

#### **D. Significance of the Research**

It is important to practice socio-culture learning in the process of teaching and learning English language because socio-cultural knowledge becomes the fifth English skill in English learning (Mitchell & Myles, 2004, p. 3). As the textbooks become the main resource and reference of teaching and learning, good English textbooks should provide the cultural content to raise students’ socio-cultural awareness. Simply put that, the selection and evaluation of good English textbook must be paid attention more by the teachers. The writer hopes that the result of this study can enrich the socio-cultural reference. Here, there are at least four significant contributions for this case.

##### **- Students**

The existence of socio-cultural content in English textbook “Think Globally Act Locally” for ninth grade which is published can help the students to elective which the appropriate socio-culture in Indonesia as the source. By learning socio-culture the students are able to appreciate their own socio-culture and understanding about it.

##### **- English Teachers**

The teachers who use these English textbook “Think Globally Act Locally” for ninth grade as the instructional material for teaching and learning in English subject could give knowledge for the students about the existence of

socio-culture in these books. Although socio-cultural materials are presented differently in these English textbooks, the teachers should tell the socio-cultural values which appropriate for the students' socio-culture. It might be said that, the students can learn a lot of socio-cultures among countries and comprehend the differences among them at once.

#### **- School Management**

School management has responsibility to select the instructional materials for teaching and learning process including the existence of socio-cultural materials in the textbooks. The writer hopes that this research could give significance for the school management to have attention to be more careful to decide English material/textbooks used and offered by local or foreign book publisher. It means that, they also have to know the selection and evaluation items to have appropriateness in the use of English textbooks.

#### **- Future Researchers**

This research discusses socio-cultural content analysis of English textbook "Think Globally Act Locally" for ninth grade. Further research can discuss socio-cultural content of English textbooks with different publishers. This may also be a reference for those who need English textbooks as English teaching media resources. Furthermore, the findings are the reference and knowledge for the author who writes/creates English textbooks and for the the writer who writes this research. The last, as contribution and knowledge for the textbook publisher

entitled “Think Globally Act Locally” Published by The Ministry of Education and Culture.

### **E. Scope and Limitation of the Research**

The subject of the research was a textbook entitled “Think Globally Act Locally” for ninth Junior High School, revised edition that published in 2018 by the Ministry of Education and Culture (*Kementrian Pendidikan dan Kebudayaan*), Balitbang Publisher, was written by Siti Wachidah, Asep Gunawan and Ouikurema Purwati. The research object focused on socio-cultural aspects of the textbook's content entitled “Think Globally Act Locally” for ninth Junior High School. And the research was done since the first time the researcher conducted this research. It started when the researcher thought about the background of the problem and finished after the researcher analyzed the contents and then asked the lecturer to check the result of the analysis.

### **F. Definitions of Key Terms**

#### **1. Content analysis**

Content analysis is a research method used to interpret, analyze and evaluate the content of a various forms. Content analysis as a scientific tool used to determine the presence of certain words or concepts within texts or sets of texts. As a research technique, content analysis provides new insights, increases a researcher’s understanding of particular phenomena, or informs practical actions.

#### **2. Socio Cultural**

Socio cultural refers to the combination of social and cultural factors that shape the beliefs, values, behaviors, and practices of individuals and communities. It recognizes that individuals are influenced not only by their personal characteristics but also by the broader social and cultural contexts in which they live. Socio-cultural indeed refers to social structure and cultural pattern in a society..

### **3. Textbook**

Textbook is a primary resource for delivering subject-specific content and aligning with the curriculum. They provide a comprehensive overview of the topics, concepts, and skills that students are expected to learn. Because of this, English textbook is very important in guiding the teaching learning process.