

CHAPTER I

INTRODUCTION

A. Background of The Study

It is widely known that language and culture are two inseparable things. The learners are required to understand the culture to be communicatively competent in language. Some experts claim that language and culture are related to each other. Risager (2014) states that it is impossible to separate language and culture because language practices are related to other cultural and social practices in the real world. It can be concluded that language is a part of culture and function to express cultural reality. For some (e.g., Mc Dervitt, 2004; Pulverness, 2003) language is intertwined with culture and any attempt toward linguistic exchanges requires some kind of cultural literacy.

English has a special position in many ways both as Second Language and as Foreign Language because it is used and taught in most countries all over the world. The term English as a Foreign Language (EFL) represents that English has become one of the important subjects in school starting from a basic level up to a high level. So, it can be said that the use of English has spread among countries as the tool of communication function in many aspects.

English has spread around the world extensively and developed as an international language for various purposes due to the globalization era. The number of English speakers in the world is estimated more than the number of native speakers itself. Byram (1997) mentions that successful communication cannot be determined by the development of linguistic competence, and misunderstandings mainly happens among interlocutors from different cultural backgrounds. It means that the English learners are demanded to be equipped with both communicative competence and intercultural competence for efficient intercultural communication. Furthermore, in learning a language the students must learn both culture of the target language and their own culture using the target language they have learned. Inputting source culture and target culture in

the EFL textbook can be helpful for the students to see the difference in two cultures and make cross-cultural understanding analysis (Arslan, 2016).

Moreover, the focus of learning culture is not only on the origin of the culture itself but also the aspects of the culture. William (1983) in Zarei and Khalessi (2011) defines culture includes assumed to comprise ideas about what in life seems important (value) such as entertainment, liberal, consumerism, and inculcation of Western values; how people will behave in various situations (norms) such as girlfriend-boyfriend relationship, opposite-sex contact or dating, pet-keeping, and club-dancing; the structures of a society (e.g. organizations) through which values and norms (institutions) such as entertainment, commercial, sports, educational, and conventional institutions; and the things or aspects of material culture, derived from a culture's values and norms (artifacts) such as occupation, clothes, name, music, sport, art, celebrity, food, instrument, and education.

The topic related to learning culture has a crucial position in learning English Language because learning a certain language means learning its culture. Learning a language cannot be separated from its culture due to the strong relationship between them. Mc Kay (2004) said that the relationship between language and culture is highly strong. Furthermore, culture indicate on how people use language in expressing fact and ideas to reflect their attitude that represent the way they live in their community. Language becomes a symbol of cultural identity because it symbolize people cultural reality.

The relationship between language and culture shows the dynamic process between the situation and the actors in cultural context and prior experience. This dynamic relationship can be seen from the position of culture at the core of language education which prepares the students to be culture learners (Choudhury, 2014). The students themselves might know several kinds of culture such as source culture or local culture which tells cultures from the countries of origin where the learners come from, target culture which tells cultures from the English-speaking countries such as USA, UK, Australia, etc. or international

target culture which tells cultures from English speaking countries other than USA, UK, Australia (Cortazzi & Jin, 1999).

The discussion among those who concerned in language teaching and learning raised due to the dialectical relation between culture and language in general and a foreign language, especially English in particular. The inseparability between language and culture has led researchers to conduct investigations in the field of English language teaching and learning in various cultural contexts. One of the investigations concerning language and culture lies in how culture is represented in English textbooks. Teaching learners about cultural aspects may be effectively applied through textbook because it can be easily claimed that textbooks play a vital role in English language teaching. Some values, norms, and attitudes as to indicate hidden curriculum are put in EFL textbooks in book publishing.

Furthermore, the existence of Cultural Content in English language teaching materials has been subject to discussion among professionals and teachers for many years. It can be seen from many article that discuss the cultural content in english textbooks. Native speakers may write textbooks and teachers' books, prepare cultural content, maybe strong advocates of absolute authenticity in the materials, and make pronouncements and recommendations. However, their English is that which is associated with the communicative and communal needs of their community, and may not be relevant to those learning English as an international language. Also, their teaching may be suited to particular contexts of instruction which in many respects are quite different from those which we experience in the world. Teaching materials are proper to the extent that they are appropriate to learners' needs, not the extent that they have to be appropriate. It is important to practice culture learning in the process of teaching and learning the English language because cultural knowledge becomes the fifth English skill in English learning (Mitchell & Myles, 2004, p. 3).

There are some theories related to cultural content in the teaching and learning process. One of them can be drawn on various socio-linguistically and discursively oriented assumptions (e.g., Fairclough, 1989; Halliday; 1985; van

Dijk, 1998), an attempt was made to construct an operational definition of culture, a model which could best be used to determine the culture quality and quantity of the books. Drawing on Williams' (1983) definition of culture, an attempt was made to make the definition measurable. The ideas of culture embedded there were reformulated as those encompassing many values that are consolidated as certain norms to be run by institutions and also manifested as artifacts.

The appearance of cultural content inside the textbooks can be seen from both local and international publishers. For most of the teachers, they will choose the local book publisher to recognize the cultural material from *Erlangga*, *Yudhistira*, *Kanisius*, and *Gramedia* which are normally used by Public or private schools from Elementary level to Secondary level (BSNP, Decree No. 22, 2006). One of the textbooks is *Talk Active*. It is a textbook for senior high school issued by Yudhishtira which is known as one of the reputable publishers for textbooks in Indonesia. This book is compiled based on the newest curriculum that is Kurikulum 2013. The books are widely used in several high schools as the main source of teaching and learning English.

The textbooks, as a tool used to achieve teaching and learning goals, help both the students and the teachers. As stated by Nordlund (2016) that textbooks have an increase in quality and effective use in the process of acquiring the new language. The textbooks help the learner in vocabulary mastery because the textbooks mainly contain many kinds of texts, class activities, as well as different kinds of tests, and additional materials given to the students to deepen their understanding. Additionally, all things which are required in national curriculum and syllabic can be covered by the teacher using textbooks. Thus, the teachers can learn more about what they should teach according to the national curriculum and standardized syllabi.

In some situations, the basis of language input occurs in the classroom provided by the textbooks. It may provide the basic content for the lesson, the composition of skills and several language practice for the learner. The textbooks may serve to supplement the teacher's instruction for learners. Those textbooks considered function as the major source of connection with the language beside

input provided by teachers. Indonesian educational system also requires students to have a textbook. Textbooks for all subject was provided by the government beside from private publisher. Every student can get one textbook for almost every subject. In this case, an English subject also takes part since it is one of the compulsory subjects which students must learn in Indonesia.

Indonesian National Board of Education Standard (BNSP No. 69, 2008) evaluated textbooks in Indonesia by employing the three criteria and these books are claimed to be teaching-learning materials of English as Foreign Language. In analyzing the textbooks, they should elaborate more criteria from the suitable linguistic aspect as well as the cultural appropriateness in using language. It can be concluded that the existence of cultural knowledge remains questionable if the textbooks have shown into the contents. Along with this situation, cultural knowledge in such conditions did not work effectively during teaching and learning the English Language. The three criteria are: 1) the language appropriateness in the level of cognitive, socioeconomic, cohesive and coherence, 2) the presentation of the book which includes technique and learning activities, 3) the completeness of book presentation from the introduction to closing.

The purpose of national education in Indonesia is set based on the national ideology and cultural value applied in all school subjects including English. Considering textbooks play important roles in English language teaching, English textbooks evaluation needs to be conducted to make sure the appropriateness of the English textbook. Then, the tendency that the textbooks chosen are not appropriate in terms of cultural contents exists since the reasons for choosing the textbook used may not consider the contents of the textbook. It is because the previous research mainly discussing the existence of culture inside the textbooks based on the kind of culture appear in the textbooks whether the culture belongs to international culture, target culture or cultural free. Research related to the component of culture inside the textbooks such as value, norm, institution, and artifact are very limited.

Based on the description and after analyzing previous research, the writer argues the increasing amounts of English textbooks published in Indonesia have

become researchers' attention concerning the content of the textbook, especially the cultural aspect as integrating culture in ELT material is important. On the other hand, the cultural contents in the EFL textbooks have become the additional knowledge as the fifth English skill in English learning. The students are intended not only to master Speaking, Reading, Listening, and Writing competencies as well but also raise the cultural awareness in the term of Value, Norm, Institution and Artifact among cultures because there is no better or even worst culture in this world. Moreover, the writer argues that EFL materials play an important function in this case. Learners should be exposed to both local and international cultures while studies concerning cultural aspects in Indonesia still limited. Thus, English textbooks used in Indonesia need to be analyzed.

B. Research Focus

Cultural content in EFL textbooks Talk Active for high school students Grade X, XI, and XII published by Yudhistira becomes the research focus in this research.

C. Research Questions

Referring to the cultural content inside the EFL textbooks Talk Active for high school students Grade X, XI, and XII the researcher formulated three research questions in this research. They are listed below:

1. How are the western cultural component presented by the authors of EFL textbooks Talk Active for high school students Grade X, XI, and XII?
2. How components of western culture are represented in the EFL textbooks Talk Active for high school students Grade X, XI, and XII?

D. Research Objectives

After drawing research questions and reviewing the previous related studies on the similar cultural content analysis in some countries, this present research has research objectives as follow:

1. to explain the western cultural component presented by the authors of EFL textbooks Talk Active for high school students Grade X, XI, and XII;

2. to describe the component of western culture represented in EFL textbooks
Talk Active for high school students Grade X, XI, and XII.

E. Significance of the Research

As the textbooks become the main resource and reference of teaching and learning, good English textbooks should provide the cultural content to raise students' 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 cultural reference. Here, there are at least four significant contributions to this case.

- English Teachers

The teachers who use these EFL textbooks as the instructional material for teaching and learning in English subject could give knowledge for the students about the existence of culture in these books. The teachers should tell the cultural values appropriate for the students' culture.

- School Management

The writer hopes that this research could give beneficial suggestions for the school management to give more attention and to be more careful to decide English material/textbooks used and offered by local or foreign book publishers.

- Publishers

The authors of the books have to provide cultural issues inside the English textbook in the term of cultural material (source culture, target culture, international target culture), the element of culture and intercultural communicative competence by analyzing the contents inside the textbooks which involved cultural contents. Since Publishers deliver English textbooks for schools in Indonesia both Public school and Private schools, they have to focus on the appropriateness of English textbooks for the students not only to be oriented into the market or financial gain.

- Future Researchers

It would be more advantageous, particularly in discussing cultural materials as feedback for international publishers who publish the EFL textbooks. Furthermore, it is to evaluate cultural standards appropriate for the students in Indonesia.

F. Definition of key term

There are some significant terms that are frequently used and needed to be defined in order to avoid misunderstandings in this research, and those terms are:

1. Content Analysis

According to Moleong (1989: 179) “content analysis is the technique used to make the conclusion through message characteristics objectively and systematically”. It is research tool for observing and analyzing the overt communication behavior of certain communicators. Content analysis also defined as the systematic quantitative description of the composition of the object of study. Typical subject for content analysis includes books, document and creative production. Textbook are frequently used to determine such things as readability level and the existence or extent of bias in presentation material. (Gay 1992:236).

Content analysis or textual analysis is a methodology in the social sciences for studying the content of communication. Content analysis may be briefly defined as systematic, objective, quantitative analysis of message characteristic.

According to Nuendorf (2002:1)

Content analysis is systematic, objective, quantitative analysis of message characteristic. Content analysis views data as representations not of physical event but of text, images, and expression that are created to be seen, read interpreted, and acted for their meanings, and must therefore can be analyzes which such uses mind.

Then, the researcher choose to use this method as the most appropriate method in analyzing and explaining the existence of cultural component inside the textbooks.

2. English Textbook

A textbook is one of the materials which is most frequently used in teaching and learning process and widely used in educational institution. It is a book containing information of natural and social science used by student as required textbook or reference in their field of study. It is the sources from basic information needed by student (Keachie in Mahmudah, 2011). Among the various textbooks that are used in educational institution, English textbook is one of them (Richards, 2001).

3. Textbook analysis

Textbooks Analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used (Krippendorff, 2008:18).

4. English Textbook “Talk Active” series 1-3

English Textbook “Talk Active” series 1-3 for senior highschool student, is one of the latest textbooks published by Yudhistira related to the implementation of the newest curriculum, that is 2013 curriculum.

5. Cultural Component

a. Value

Cultural values are the core principles and ideals upon which an entire community exists and protect and rely upon for existence and harmonious relationship. The concept is made up of several parts: customs, which involve traditions and rituals; values, which are beliefs; and culture, which is all of a group's guiding values.

b. Norm

Norms are the agreed-upon expectations and rules by which a culture guides the behavior of its members in any given situation. Of course, norms vary widely across cultural groups. Sociologist states that there are at least four types of norms: *folkways*, *mores*, *taboos*, and *laws*. Folkways, sometimes known as “conventions” or “customs,” are standards of behavior that are socially approved but

not morally significant. Mores are norms of morality. Certain behaviors are considered taboo, meaning a culture absolutely forbids them. Finally, laws are a formal body of rules enacted by the state and backed by the power of the state.

c. Artifact

A cultural artifact is an item that reveals valuable information about the society that made or used it. Artifact also defined as mediational object used by a member of a community to interact with other members. Examples of cultural artifacts in 21st century are pencils, books, smartphone, computer, clothes, vehicle and so forth.

d. Institution

For Wells (1970: 3) “Social institutions form an element in a more general concept known as social structure”. This ignores important differences in the nature of these things. The institution of money, for example, does not contain human beings, whereas the institution of the family clearly does. For sum, clear definition of institution (as opposed to using them in their work) is stated by Hodgson, for whom: “Institutions are systems of established and embedded social rules that structure social interactions” (Hodgson 2006:18).

6. Yudhistira

An Indonesian book publisher which produce various textbook for schools. This publishing company which is part of the Ghalia Indonesia Group, officially named PT Yudhistira Ghalia Indonesia, was founded in 1971 in Jakarta. Began publishing and printing school books in 1978, using the Yudhistira brand. Until now, after being more than 45 years old, this publication continues to faithfully serve the needs of teaching materials for students and educators at the SD / MI, SMP / MTs, SMA / MA, and SMK, as well as for college text books, which still using the Ghalia Indonesia brand.

Yudhistira always tries to meet the needs of education providers in Indonesia with quality books, for the needs of educators and educator participants. Until now, after being more than 45 years old, this publication continues to faithfully serve the needs of teaching materials for students and educators at the SD / MI, SMP / MTs, SMA / MA, and SMK, as well as for college text books, which still using the Ghalia Indonesia brand.