

CHAPTER I

INTRODUCTION

1.1 Background of the study

Early foreign language learning can have an important educational outcome: 'there can be a positive influence on children's general educational development (e.g. cognitive, emotional, and cultural) and on the formation of a multilingual and intercultural identity, according to Johnstone (2002). Teaching English for young learners is important because young learners in the primary level (approximately ages of three to twelve years old) are cognitively primed to acquire language skills in ways that lend themselves to an integrated skills and content-based, experiential approach, as stated by Nargis and Ilmaniah (2017, p.5), besides that, the other reason is for preparing students who will be met with future demands, such as in the field of the skills of communication and technology.

A primary function of language is for humans to convey information to each other or request services of some kind in a variety of situations (e.g., relating events that happen to them, giving someone directions, asking for services such as in a shopping or other service encounter) as stated by Armstrong, E., & Ferguson, A. (2010). Halliday (1994) sees language as being shaped by that social purpose, and that contextual and social constraints are integral parts of the system. From this perspective, language cannot be comprehensively examined and analyzed outside of real social contexts.

Brown (2007) defined culture as a way of life, as the context within which people exist, think, feel, and relate to others, as the “glue” (p. 188) that binds groups of people together. Learning language can't be separate with learning culture. Benahnia (2012) believed that beginner EFL learners should be mostly exposed to their L1 or mother tongue culture, since it gives them self-confidence and ability to talk to others about their own culture. According to Habibi and Sofwan (2015) language learning materials can carry cultural content. The culture materials attached could represent Source Cultures, Target Culture, or International Target Culture. Source Culture refers to learners' own culture. Target Culture address to the culture in which the target language is spoken as first language or mother tongue, and International target culture refers to various cultures in English or non-English speaking countries which use English as an international language, and those culture should be included in EFL textbooks, because they all have significant roles for intercultural communication, Cortazzi and Jin, (1999).

Çakir (2010) cited from Quiroga (2016) besides emphasizes having sufficient cultural content to teach culture and its entailments, teachers are still vital for the learners to understand the cultural content, such as cultural expressions, correctly. Culturally-based ELT classrooms equip learners with intercultural competencies to successfully communicate in today's globalized world. Foreign culture and one's own culture should be employed together in order for learners to understand a foreign culture asserted by Alyasery (2018). Marhamah, et.al (2017) stated based on the results of the observations in Teacher B's class, it shows that the teaching-learning processes do not always

support 'acquisition of cross cultural understanding by the students, as a result most of the students got bored during her teaching-learning activities which were more focused on teaching structure. Unlike Teacher B, teachers A and C supported the students' acquisition of cross cultural understanding during the teaching-learning processes, and thus the students in these classes were not only more excited about learning EFL and its culture but they also enhanced their own knowledge about their own culture.

Tomlinson (2011: 296) cited in Nimasari (2016) argues that a textbook supplies core materials for a language-learning course and aims to serve what learner and teacher need during a course. Textbooks are best seen as resources in achieving aims and objectives that have already been set in terms of learner needs. Furthermore, textbooks provide a readily available source of ELT materials for teachers to focus on doing the real work of teaching, and not having their energy dispersed by preparation of teaching materials (Edge & Wharton, 1998). Although English teachers use several materials, such as worksheet, applications in digital devices, video blogs, and educational platforms in the classroom, the textbook remains to be the most frequently utilized resource when it comes to choosing what materials to implement to teach EFL. The textbook serves as a tool for teachers to support their classes and reinforce students' independent work. The textbook also state the lesson objectives, explaining what the learners are expected to do. It may catch students' attention as it has visual images and include different activities for each module in order to develop the four key language skills (listening, speaking, reading, and writing). Since the importance of using textbooks is

significant, choosing the best textbooks which are suitable for students' needs is necessary. Regarding of this urgency, analyzing textbook is important. As stated by Tomlinson & Masuhara (2004: 31), textbook analysis involves measuring the potential value of textbooks by making judgements about the effect of the materials on the people using them.

Sadiyoko (2017) stated that Industry 4.0 gives impact to other fields including in education in which by the use of information, internet, and technology in education derives to the idea on the viewpoints of how the students learn and develop their skills to work in the future. Social competencies such as intercultural skills, language skills, communication skills, networking skills, ability to work in a team, ability to be compromising and cooperative, ability to transfer knowledge and leadership skills is one of set skills needed for facing this era asserted Fitsilis (2018). Yet, the curriculum seems not fully support on the preparation of young generations to face the demand. In KTSP, English subject for Elementary School students was stated clearly through the brief content that let the students to learn the four basic skills like listening, speaking, reading, and writing. It was categorized as local content known as *Muatan Lokal* where the students learnt English once a week. The latest curriculum 2013 (K-13) stated that English is not included both as a compulsory and a local content object. Yet, local content is intended to provide students with abilities that are deemed necessary by the region concerned, in line with that, each elementary school may add subjects that are in accordance with environmental conditions and the characteristics of the education unit concerned by not reducing the material on the curriculum that applies

nationally, accordance with Article 14 of Government Regulation Number 28/1990 (paragraph 3). The Government Regulation explicitly states that basic education can describe and or add study material from subjects that are adapted to local needs (paragraph 4). In Jakarta most of public elementary school choose English subject as local content, in which it is essentially a manifestation of a part that applies locally that is adapted to the circumstances and needs of the environment.

In Jakarta learning English as a local content fortunately has external support from book's publisher who published special textbook with Jakarta cultural content and based on K-13 that can be used for students and teachers as material for teaching and learning process. In the other hand, for example in Bogor, Subang, and Bekasi which are the districts around Jakarta, they didn't have any special textbook that based on their cultural content and K-13.

In this study, the researcher will analyze the Hello Jakarta for Five Grade textbook published by Erlangga using the adaptation framework by Xiao (2010). This set of framework is driven from many researcher and generate two types of culture which are big C and little C culture. Xiao (2010) asserted Big "C" culture, consist of nine cultural themes, which include politics, economy, history, geography, literature/art, social norms, education, architecture and music and the cultural themes under little "c" culture, consist of seven cultural themes, which include food, holiday, lifestyles, customs, values, hobbies and gestures/body language.

1.2 Research question

What are cultural content identified in the textbook entitled “Hello Jakarta” for five grade students?

1.3 Purpose of the study

To analyze the cultural content in English textbook entitled “Hello Jakarta” for five grade students.

1.4 Significance of the study

This study will be one of the efforts to make the teacher easier to choose the appropriate textbook that contains cultural content and to be the reference for the writer while developing English textbook materials. This study will be the insight and comprehension of using English textbooks with cultural content in the teaching and learning process and can be a beneficial source of up-to-date information regarding teachers’ source of the material.

1.5 Scope of the study

In this study, the researcher focused on analyzing the Cultural Content of an English as a Foreign Language (EFL) Textbook “Hello Jakarta” for Grade V of Elementary Students using the framework adopted by Xiao (2010).