

CHAPTER I

INTRODUCTION

This chapter presents the introduction part of the research. It covers background of the study, problem identifications, research questions, purposes of the study, scope of the study, significance of the study and definition of terms related to this study. This chapter also discusses briefly about the material analysis and the reasons for choosing this issue to be investigated.

1.1 Background of The Study

In this millennium era, English has spread around the world widely and developed as an international language for economic, social and technological purposes. The English speakers grow and spread rapidly. English language education is one of the main subjects taught in schools. With the existence of English language education that is taught in schools, the culture that is carried through the language indirectly becomes an indivisible unity.

The relationship between English language education and culture becomes a unity. In studying English, of course, there are cultural dimension content that are displayed in it.

English as the tool to communicate with others in international and intercultural situations requires language learners' intercultural communicative competence (ICC) and cultural awareness to be adopted for the socially appropriate language use. For that reason, language educators have long acknowledged the necessity of multicultural education in language classes. Gray (2010) suggested that in order to develop ICC, language teachers need to design classroom activities including

both the instruction on the mechanics of language and incorporating activities for the awareness of others' countries cultures.

Bahrami (2015) mentioned that Cultural content is critical in the selection of an appropriate English textbook nurturing of cultural awareness in the minds of English learners. Also, Alptekin (2012) implied that Native and non-native discourse and non-native and non-native discourse have to be culturally considered since they have particular intercultural insights and knowledge that are significant to accomplishing pedagogical goals effectively.

Culture and language are related to each other. According to Mccarthy and Carter (Cia-Lyn, 2006) stated that culture refers to social knowledge and interactive skill which are required in addition to knowledge of the language system. Brown (2000) stated that culture referred to 'the ideas, customs, skills, and arts and tools that characterize a given group of people in a given period time. Moreover, Moran (2001) identified culture as "the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set products, based upon a shared set of perspectives on the world, and set within specific social contexts. His study revealed culture as the interplay of products, practices, perspectives, and persons.

English language educators have long acknowledged the essential of multicultural education in English language teaching classes. Gray (2016) proposed that in order to improve intercultural communicative competence, language teachers need to design classroom materials and activities for the awareness of other's cultures.

Kramsch (in 1993) mentioned that culture is a social construct, the product of self and other perceptions, also signaled that culture is not collective

but also individual. Moran (2001) identified that there are five aspect of culture includes practices, products, perspective, and person. A cultural phenomenon involves tangible forms of structures (products) that individual members of cultures (persons) uses in various interactions (practice) in specific social circumstances and group (communities) in ways that reflect their values, attitude and beliefs (perspectives)

The topic of learning culture has a crucial position in learning English language because learning a certain language means learning a certain culture. The relationship between language and culture is highly strong (McKay: 2004, p. 12). In learning a language, it cannot be separated from its culture because both of them are bound together not only to indicate how people use language as expressing facts and ideas but also to reflect their attitudes which are developed through the way living in their communities.

Furthermore, language symbolizes people's cultural reality because it becomes a symbol of cultural identity.

Brooks (2008) explained that teaching English as Foreign Language embeds the cultural contents in its process into big culture and little culture. Big culture refers to that culture which is most visible. Some visible forms of culture include holidays, media, cinema, art, popular culture, literature, and food. Big culture is associated into product of culture. Meanwhile little culture is in contrast to big culture. It is in the more visible type of culture which is associated with a region, group of people, organization of family and language. Little culture is associated with practice of culture. Some examples of little culture include communication style, verbal and non-verbal language symbol.

The inseparability of language and culture has led researchers to conduct investigations in the field of English language teaching taught in various cultural contexts. One of the investigations concerning language and culture lies in how culture is represented in English textbooks. According to McGrath (2002) textbooks carry cultural content. Textbooks play important role to provide valuable inputs in exposing students to new cultural expressions and diversity of cultures (Lund, 2006). Aliakhbari (2004) defines that Textbooks are ideology in the way they reflect a worldview of cultural system and a social construction to learners and teachers which indirectly influence their view of culture.

In addition, McKay (2002) emphasizes that language teaching materials should include a variety of cultural elements in order to help learners develop an interest in language learning and to foster learners' motivation. To find out whether the English textbook does have cultural dimension, the content analysis is needed.

In Indonesia, English textbook plays important role in language teaching dan learning since most English teachers use textbook as the core material. These texts serve as a basis for the language input that learners need and for the language practice that occurs in the classroom (Tomlinson, 1998).

Connected to the situation in Indonesia, some studies have exposed that some local products of EFL textbooks reflect the source culture of the particular country rather than the international target cultures primarily. (Hermawan & Lia, 2015) investigated English textbooks for primary school published by Erlangga "Grow with English 4, 5, and 6. The result was target culture was still more noticeable in the textbooks compared with the local culture. The second is a study

from (Sugirin, Sudartini, Suciati, & Nurhayati, 2016) also conducted a study. They investigated three EFL textbooks of Junior High School used in Yogyakarta. The result was there were 409 western cultural elements and 739 Indonesian ones, but they were not followed by adequate explanations to anticipate confusion and misunderstanding.

It is completely obligatory for students to learn about different cultures beside new language. Learning about different cultures is very important for students, such acquiring other countries culture, yet it cannot be the reason to put their own culture inside. For that reason, this study is conducted to help future English language teachers and the educational policy makers in creating, selecting and developing better materials for students, particularly in balancing more awareness of cultural dimension in students own country (Indonesia) as well as in other countries, so there will be no such cultural gap in the textbook that will lead students lack of their own knowledge culture and lose their own cultural identity.

Based on the description above, the researcher interested in studying the “*Bahasa Inggris Kelas XII (Curriculum 2013)*” English Textbook. The researcher attempts to analyze what kinds of cultural dimension and categories of culture included in the textbook and how the aspects are represented. Furthermore, there are several reasons why the writer chooses the book; first, the series of the textbook is suitable with the current curriculum. Second, this book used for teaching English to twelfth grade of senior high school in Indonesia for general because the book are authorized by The Ministry of Education and Culture of Indonesia to cover the needed of the standardized textbook of 2013

revision curriculum. Therefore, in term of cultural content, the “*Bahasa Inggris Kelas XII (Curriculum 2013)*” English textbook is vital to be analyzed.

1.2 Problem Identifications

Based on the research background above, some problem is found. It can be elaborate as follows:

1. Culture integration in the English language teaching materials- textbook
2. Types of culture should be incorporated regarding the goal of English subject in 2013

1.3 Research Questions

Based on the problems stated above, this research aims to finding answers to following questions:

1. What are dimension of culture and categories of culture found in “*Bahasa Inggris Kelas XII (Curriculum 2013)*” English Textbook?
2. How are dimension of culture and categories of culture presented in “*Bahasa Inggris Kelas XII (Curriculum 2013)*” English Textbook?

1.4 Purpose of The Study

1. The purposes of this study are:
2. To describe dimensions of culture and categories of culture found in “*Bahasa Inggris Kelas XII (Curriculum 2013)*” English Textbook .
3. To explain how the dimensions of culture and categories of culture are presented in “*Bahasa Inggris Kelas XII (Curriculum 2013)*” English Textbook .

1.5 Scope of The Study

This research focuses on investigating the cultural dimension and categories of cultures that covered in “*Bahasa Inggris Kelas XII (Curriculum 2013)*” English Textbook .

The main concern will be limited in four cultural dimension in this research are; Products, Practices Perspectives, and Persons by Moran (2001).

Besides that, Yuen (2001) theory of Categories of culture was also used as form of framework to reveal categories of culture source culture, target culture, international culture and universal culture.

1.6 Significance of The Study

Theoretically, this study is intended to contribute give more information of cultural dimension content of the English textbook

Practically, this study expected to helping English language teachers and the educational policy makers in creating, selecting and developing better materials for students, particularly in balancing more awareness of cultural dimension in students own country (Indonesia) as well as in other countries that properly reflect the purpose of national curriculum standards. It also can be used to provide for literature references to related to cultural dimension content to increase better language research in the future.

1. English Teacher of Senior High School

The finding of this research can provide teachers a comprehensive data about cultural dimension content that contain in the English Textbook. So teachers may be able to identify and evaluate kinds of cultural dimension that are

appropriate in the textbook and they can adapt so it will raise students cultural awareness.

2. Textbook writers

Textbook has important role as the learning source in the class. Hence, the qualified textbook has the impact for the quality of learning. This study expected to give suggestion for book writer to create the qualified textbook.

3. Future Studies

The findings result of this research may help them in having study related to cultural dimension content with this topic. It is hopefully can become the useful information and references for the next researcher who wants to conduct the similar research.

1.7 Definition of Key Term

1.7.1 Culture

Hotfsede (2001) Argued that culture refers to “the total way of life of people composed their learned and shared behavior patterns, value, norms and material objects.”

According to Tylor (as cited in Sitoresmi, 2017), is complexion such as beliefs, knowledge, art, moral, law, custom and any other habits acquired by human as a member of society

1.7.2 Textbook

English textbook is one of the materials which is most frequently used in teaching and learning process. Aliakbari, (2004, p.2) believes that textbook and other material used in learning generally present a certain way of looking at world, presumably through the cultural lens of the author.

In addition, Yulianti: 2011 (cited in Rynanta & Ruslan p. 1), a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has great contribution in the teaching and learning process. In this study, the researcher analyzes the textbooks Bahasa Inggris 2017 revised edition. These textbooks are authorized by The Ministry of Education and Culture of Indonesia to cover the needed of the standardized textbook of 2013 revision curriculum. Therefore, it is vital that the textbook Bahasa Inggris 2017 revised edition be analyzed whether they has cultural contents.

1.7.3 Cultural Dimension

Moran's (2001) stated that there are four dimensions of culture: products (e.g. tools, food, clothes), practices (e.g. verbal and nonverbal language, actions, and interactions, taboos), perspectives (values, beliefs), and persons (individuals). Moran's idea is used as the main framework in this studt because its most suitable concept of cultural content for language teaching.

1.7.4 Content Analysis

Content analysis is described as the scientific study of content communication. Krippendorff (1980, p.403) defined content analysis as an indigenous to communication research and is potentially one of the most important research techniques in the social science. It seeks to analyze data within a specific context in view of the meaning someone, a group or a culture, attributes to them.