

CHAPTER I

INTRODUCTION

This chapter presents the study's background, research questions, purposes, scope, and significance.

1.1 Background of the Study

The current digital era has practically given every field a new dimension, and the field of education has benefited by bringing about significant improvement in teaching and learning. The developments of technology and the internet have offered numerous new opportunities for teaching and learning (Gonzalez-Vera, 2016). With the rise of the internet and computers in the classroom, teaching and learning have become simple and available to all students and teachers. Students have used the internet to find materials, stay up to date on news, quickly respond to questions and concerns, explore the appropriate images, videos, audios, and Power Point presentations, among many other things. This happens because the internet makes it easier for students to find various kinds of learning resources, including authentic materials.

Many academic studies in learning English as a foreign language have explored the utilization of authentic materials and non-authentic materials. One of them claimed that there is a difference between authentic language and textbook language, as stated by Gilmore (2007), who argued that the language shown to students in textbooks is an inaccurate portrayal of reality. The use of language in real-world contexts is exemplified by authentic resources, which is

essential for language acquisition since context is a key component of constructing meaning (Berardo, 2006). The materials connect the classroom context to the actual and realistic language situation, helping students to connect what they are learning to what they are experiencing in a real-life scenario. For many years, an interest in utilizing 'authentic materials' has likewise dominated language learning (Scrivener, 2005). The availability of the internet helps students because it significantly cuts down on the time needed to gather authentic materials (Dudeny as cited in Gonzalez-Vera, 2016). Authentic material also increases students' cultural awareness because non-EFL environments are represented through authentic materials, which provide examples of how language functions work (Kozhevnikova, 2014). There are some situations that EFL learners are likely to experience because of their cultural interaction with native English speakers.

Language is an essential tool to communicate with each other. Brown (2001) stated that language is a part of a culture, and a culture is a part of a language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture (p. 171). In other words, language is considered as a tool to communicate and interact with others, which will also affect cultural development. Language is important for proper communication. It cannot be understood without the knowledge, customs, and cultures of its individuals. The relationship between language and culture is incredibly strong (S. L. McKay, 2004). Learning a new language will invariably require learning a new culture since every language is linked to its culture. Students must be aware of the culture to learn effectively. They should know it

is their responsibility to teach the students about cultural differences and assist them in developing effective communication skills, as Nguyen (2017) stated that if culture is taught alongside language studies, students will learn to speak and write in appropriate ways while acquiring long-term advantages from their language learning experience. It also has become crucial to improve communication abilities, for instance critical thinking, intercultural knowledge and understanding along with a strong cultural awareness in learning English as a Foreign Language since students have the variety of language needs (Reimann, 2009).

Authentic material provides authentic cultural information which is important in learning English as a Foreign Language to give the students an intercultural understanding. In addition, the material used must align with the learning approach. On this matter, a genre-based approach is used in EFL teaching and learning in Indonesia. According to Permendikbud (2016), students in junior high school level learn a variety of text types, including short functional text. It is stated in the basic competencies that the students are expected to be able to compare the social function, text structure, language feature of a text in the form of product and service advertisement.

Delin (as cited in Maria & Stamatelou, 2015) argued that advertisement is 'one of society's most pervasive forms of discourse' (p.123) that utilizes language to build an image of a product or service by concepts that are readily available to the target audience. Advertisements are usually found in TV, radio, newspapers, magazines, hoardings, mailboxes, on trains and buses, and on the internet (Picken, 1999). The language of advertisements is authentic and up to

date (Lutcavage as cited in Picken, 1999), and the content of the advertisements itself are valuable sources of culture, both from what being presented (paralanguage; slices of everyday life), and from the cultural values that is reflected (Picken, 1999). This will be useful for language learning as the cultures appearing in the advertisements will develop the learners' cultural awareness, which is important to motivate students to learn more about the target language and culture (Kozhevnikova, 2014). As the advertisements chosen are the authentic one, this also will be useful for students in understanding how the language used in real-life context since the language used in the advertisements is written for a communicative purpose instead of for a pedagogic purpose (Gilmore, 2007). Furthermore, it is also stated in curriculum that junior high school students are expected to be able to compare the social function, text structure, language feature of a text in the form of product and service advertisement (Permendikbud, 2016). Therefore, the researcher decided to use digital authentic advertisements as the data as this study is addressed for an EFL learning in junior high school level.

Angelina et al., (2022) conducted a study that analyzed cultural contents presented in authentic digital greeting cards. It revealed that 101 cultural contents are categorized into four cultural dimensions and three sources of culture. The cultural contents are frequently identified in the Universality across Culture and represented by Practices dimension through activities and language expressions. In addition, there are still have been a few cultural content studies that analyze authentic learning materials as most of the existing cultural content studies focused on ELT textbooks. For example, a study by Ayu (2020) found

that the source culture is most dominantly chosen in English textbooks used by ten graders published by government. Afriani et al., (2019) also revealed that the government's textbook was strongly contained cultural features related with Indonesian culture, while Erlangga's two textbooks showed target culture as having the highest proportion. Syahri & Susanti (2016) revealed that in *English Zone*, *English Alive*, *Contextual English*, *English and Talk Active*, the percentage of local culture integration is higher than the percentage of target culture, meanwhile *Real English*, *Interlanguage*, *Advance Learning English*, and *Bahasa dan Sastra Inggris* have higher percentage of target culture integration. The previous studies mentioned earlier have revealed the gaps in the aspects of how the culture represented, which showed unbalanced proportions in cultural aspects and sources. However, there are still few studies that explored more about how culture is represented in authentic EFL materials since most of the existing cultural content focused on textbook (Afriani et al., 2019; Ayu, 2020; Syahri & Susanti, 2016). Therefore, there should be more research into the cultural content analysis involving other varieties of authentic learning materials for EFL as recommended by Angelina et al., (2022).

According to the background explained, the researcher aimed to investigate the cultural contents in the digital authentic advertisements. The reasons are because providing authentic materials in the classroom will benefit students in understanding language in real-life context, and there are still a few studies of cultural content analysis on non-textbook EFL texts. The present study is also conducted based on the recommendation from the existing study

by Angelina et al., (2022), which is carrying out research specializing on cultural contents in a variety of EFL learning materials other than textbooks.

This study will use the framework of culture dimensions by Moran (2001) that defined culture as the interplay of products, practices, perspectives, communities and persons, and culture sources by Chao (2011) that distinguish five categories of cultural sources: local culture, target culture, international culture, intercultural interaction, and universality across culture, to generate the cultural contents presented in the texts based on the aspects and sources of culture. This set of frameworks have been used by several existing studies that investigate cultural content in English learning material to categorize the cultural contents appears into several aspects (Afriani et al., 2019; Ayu, 2020; Kim & Paek, 2015; Syahri & Susanti, 2016) and considered enough by the researcher to identify the cultural contents contained in the digital authentic advertisements and categorize them into several aspect and sources to be analyzed.

1.2 Research Questions

The study is conducted to answer this research question: What are the cultural contents presented in the digital authentic advertisements based on the five cultural dimensions by Moran (2001) and five sources of culture by Chao (2011)?

1.3 Purposes of the Study

This study is conducted to analyze the cultural contents presented in the digital authentic product and service advertisements based on the five cultural dimensions by Moran (2001) and five sources of culture by Chao (2011).

1.4 Scope of the Study

The study will focus only on analyzing the cultural contents of digital authentic product and service advertisements collected from several sources, using the framework of cultural dimensions adopted from Moran (2001) and cultural sources adopted from Chao (2011).

1.5 Significance of the Study

The study will provide teachers with knowledge about what cultural contents presented in digital authentic advertisements as English learning materials for junior high school, present insights for teachers to consider using digital authentic advertisements for teaching and learning activities in the classroom, and become the reference for the further research, specifically for other researchers who conduct studies on related topics.

*Mencerdaskan dan
Memartabatkan Bangsa*