

CHAPTER I

INTRODUCTION

This chapter provides an overview about the research. This chapter starts with discussion on the background and the motivation of the research to conduct this research. It also explains about the previous studies and research gap. This is followed by the research question, aims of study, significances of the study, and scope of study. Those discussions are divided into some parts.

1.1 Background of Study

Culture and language are related. A culture is an object or category that contributes to how people live. It is not created biologically, but people start it. Culture has a purpose to give a direct direction to someone's life (Saputra & Fauzi, 2022). Traditions make the direction of the environment, era, interpersonal relationships, interests, and attitudes. It means that culture is an object which dictates how humans live. Not by the biological process; it is created based on what surrounds people in their life naturally. Meanwhile, language is a tool that every user or human thinks they know how to use and understand the meaning of it. It is a tool for communicating in writing or speaking. It means that language is used for humans to communicate. Some people can use different tools or languages, so it must be confirmed that they use the same language in the communication process to deliver correct messages.

Culture and language are intertwined. Rabiah (2018) said that language is a symbol of cultural reality. Language and culture directly affect one another because language is the symbolic presentation of a culture in a society (Shoira Boltayevna, 2020). It means culture and society are related to language in actual life practices. Based on the explanations above, language is a carrier of the culture itself. It not only focuses on what it is talking about, but it also represents the identity, the values, the attitudes, and many more based on the speaker's background culture.

In this case, learning a language with culture is possible (Schreier, 2012). The students must be introduced to a different culture from the language they learn. Learning a new language aims to focus on vocabulary, grammatical order, or speaking fluency and better understand the language. McKay (as cited in Suryani et al., 2020) says that adding culture to language learning activities is essential to increase motivation and interest. Learning a new language means learning a new culture for the students, so it is necessary to give students learning materials with various cultures.

In Indonesia's education context, as stated in the current curriculum, students several to achieve several characteristics and competencies called *Profil Pelajar Pancasila*. There are six primary purposes in *Profil Pelajar Pancasila*: to believe in God and have a noble character, global diversity, work together, creativity, critical thinking, and independence. Global diversity means the students are expected to maintain their culture, locality, and identity as Indonesians. However, at the same time, they also have to be open and respectful in interacting with different cultures (Zuchron, 2021). Three critical keys of global diversity cover knowing and respecting cultures,

intercultural interaction skills, and being responsible for diversity (Dwi Nurani S.KM et al., 2022). From that, it can be inferred that global diversity is a feeling of respect and tolerance for differences such as ethnicity, race, religion, culture, language, and others but also being responsible and maintaining the noble values of their own culture.

Relating to the needs and purposes of the new curriculum, it shows that students must be introduced to diverse cultures in language learning materials. Language learning materials are divided into five categories: print, audio, visual, audiovisual, and electronic interactive. The learning materials can be found in some forms for the print category. Examples are textbooks, pamphlets, handouts, manuals, and many more. The most used language learning material in school is textbooks. A textbook is an introductory text contained with educational content (Henri, 2013). This is a text or printed learning material for students and teachers. The teacher uses it to help them in guiding the language learning activities, and the students use it as a primary source in finding authentic inputs of the language they learn.

Considering the need for multicultural representation in the learning materials, The Ministry of Education and Culture in Indonesia launched a new English textbook entitled “English for Nusantara” for seventh graders. This book is used as a primary reference in language learning activities in school. It is also using the current curriculum. Like the title, this textbook is highlighted to contain various cultures. By using this English textbook, the students are expected to achieve the six primary purposes of *Profil Pelajar Pancasila*, primarily global diversity purpose.

In the textbook, cultural content can be found in many forms such as audio, conversations, pictures, etc. According to Cortazzi and Jin (1999), cultures come from three types which are Source Culture, Target Culture, and International Culture. Source Culture means the culture of the student's language. Target Culture implies the culture of a language that students learn. International Culture points to culture from different countries around the world. Cultural content can be represented in some categories. Yuen divided the categories into four categories: Products, Person, Practice, and Perspective (2011). Product category refers to objects like movies, food, television programs, song, geographic place, travel destinations, etc. Person category refers to a person who represents the culture. It can be seen from their name or physical features. Practice means a category related to how humans live. It can be a tradition, festival, custom, or interpersonal relationship. The perspective category refers to values, beliefs, myths, and human views of their life.

In seeing whether the English textbook contains appropriate quality and quantity of cultural representation, a local researcher named Linda Septiyana, dkk has analyzed the cultural content in the English Language Teaching textbook for middle school. The result shows that the source culture and product category dominated the textbook. Karimah also analyzed cultural content in the EFL textbook for Junior High School. The result shows that the source culture and product category dominated the textbook.

Drawing from the facts above, the researcher wants to identify the cultural content in the newest English textbook entitled "English for Nusantara" for seventh graders to see whether the cultural contents in the textbook are be able to fulfill the Kurikulum

Merdeka purpose. The reason for using this book is because it uses the Merdeka curriculum. Teachers use This new English textbook in the classroom, becoming the primary reference in the learning process. The researcher wants to see the types of cultural content and how the author represents the cultures.

1.2 Research Questions

1. What is the type of cultural content in “English for Nusantara” for seventh graders?
2. How does “English for Nusantara” represent cultural content for seventh graders?

1.3 Aims of Study

1. Investigating the types of cultural content represented in English for Nusantara for seventh graders
2. Investigating how the cultural content is represented in English for Nusantara for seventh graders

1.4 Significances of Study

1. This research helps the junior high school teacher choose and use appropriate English textbooks as learning material related to culture
2. This research is expected to show what needs to be improved in English language textbook related to cultural content

1.5 Scope of Study

The scope of this research is the types of cultural content and how the cultural content is represented in an English textbook entitled “English for Nusantara” for seventh graders.