

CHAPTER I

INTRODUCTION

A. Background of the Study

A textbook is one of the main resources in the teaching and learning process carried out by students and teachers. A good English textbook not only contains language materials but also presents various information such as educational information, health, culture, sport, art, etc. In addition, textbooks are mandatory reference books for use in elementary and secondary education units or universities that contain learning materials in order to improve faith, piety, noble morals and personality, mastery of science and technology, increase sensitivity and aesthetic abilities, increase kinesthetic abilities, and health, which are compiled based on national education standards (Permendikbud 2008).

English textbook really needs to contain material about culture. Some experts state that language and culture are related to each other. (1) Risager (2014) states that it is impossible to separate language and culture because language practice are related to other cultural and social practices in the real world, so that the connection between the two reflects the way of thinking and the lifestyle habits of the society. Language not only functions as a means of communication but also as a medium for passing down traditions, social norms, and the identity of a group. And through language, a culture can also develop and endure from generation to generation. (2) In addition, Brown (2001) and Kramsch (1998) also highlight that language and culture are interrelated. It means that language is the expressions of cultural reality, the embodiments of cultural reality, and the symbols of cultural reality. Language and culture are interconnected as symbols that reflect the identity, values, and way of thinking of a society, where language serves as a tool for cultural expression, while culture shapes the meaning and use of language in

communication. English as a foreign language is introduced inseparable from its culture (Erfani, 2014). In addition, Diniah (2013) also stated that language cannot be learned without the content culture, and wisdom of the community and nation. Therefore, effective language learning must involve an understanding of the underlying culture, so that communication can occur naturally and in accordance with the norms prevailing in society. And so it can be concluded that culture is a very general thing and is also attached to language so that English is closely related to its own regional culture.

Related to the concept above, this research is focused on analyzing cultural content in English textbook. The previous of the researches have proved that the target culture is more dominant in textbooks. 77.05% of the cultural content refers to the target culture, 13.11% of the cultural content refers to the source culture, 09.84% of the cultural content refers to international culture (Faris, 2014). Kustati et.al (2021) also found that research was conducted entitled Cultural content in the ELT Textbook Prepared by the Indonesian Ministry of Education for Secondary Schools. This research aims to find out the cultural content presented in textbooks for grade 11 students at a secondary school in Indonesia. The methodology used in this research is content analysis based on the framework of Cortazzi & Jin (1909), analysis of textbooks, dialogues, and images to understand what culture they represent. This research has shown that textbooks include elements such as target culture and source culture. International culture at different levels, the dominant culture introduced in textbooks is the target culture, which amounts to 57.6%. The original cultural elements that appear in TIK cover about one third, or 30.3%, of the book's content. However, we found that content related to other international cultures was very limited, amounting to only 12.1%. Cultural values are presented in textbooks

through text, dialogue, and images. This study shows that the content of textbooks represents national cultures, target cultures, and international cultures at different levels.

Some countries use English as a second language and some countries consider it a foreign language, including Indonesian. English as a foreign language is introduced inseparable from its culture (Erfani, 2014). So it can be concluded that culture is a very general thing and is also attached to language so that English is closely related to its own regional culture. Diniah (2013) says that “Language cannot be learned without the content culture, and wisdom of the community and nation.” Studying English culture is not an easy thing. But it is a necessary activity in the world of education. Research findings show that cultural classes are very beneficial on language skills, increase and remind cultural awareness both oneself and cultural outside the source culture, change attitudes towards indigenous peoples and target communities, and contribute to the teaching profession. And culture can also encourage students to use the language correctly and can also enhance English teachers in presenting and explaining material that aligns with the students' learning objectives.

The topic of cultural learning is the result of learning a particular culture and has a very important position in learning English. The relationship between language and culture is quite strong. Additionally, because the language serves as a symbol of the community's identity, it furthers the reality of the community's daily life. Bringing together methods for gathering culture from the particular into general ways of attitudes and behavior, skills, and knowledge to create effective communication from one culture to another. To have good English language skills in formal education, students are given separate books as a guide and resource for future lessons, especially while they are not with their teachers.

Textbooks play a dominant role in English teaching in Indonesia. Passaung (2003) claimed that Indonesian English teaching is dependent on the roles of textbooks since they are considered to provide clear instructions and procedural guidance. Many English teachers in Indonesia teach English by taking the instructions and materials from the textbooks then asked learners to follow the instructions and do the exercises (Passaung, 2003). The finding is in line with McGrath (2002) stating that many teachers regard textbook as a 'holy books' which cannot be modified and skipped. Since the role of textbooks is crucial in English teaching in Indonesia, the contents of the textbook should be suitable for learners and in line with national educational objectives. Faris (2014) research investigating English textbooks for third grade senior high school in Cianjur, West Java found that even though the textbooks were written by local authors, the target culture was still more dominantly represented in the textbooks compared to international sources and culture. Meanwhile, Serongan, et al who conducted research in 2014 by comparing two textbooks, namely English Zone and Inter lingual, the research showed that the percentage of local culture in Senes English Zone was higher than in Inter lingual. However, the percentage of target cultural integration in the English and Inter language Zone further promotes local culture while inter lingual promotes a balanced proportion of local culture and targets. The findings might be used to determine whether the textbook used by students and teachers in the site is suitable or not. Researcher also hoped that the findings are useful for further English textbook development, especially in term of cultural contents.

Generally speaking, textbook presents conservative views related to the culture found in textbooks, such as livelihood, technology, clothing styles, and historical sites that are very different from the student's own daily routine. This frequently causes students to feel anxious when studying the material. Book with the title "Bahasa Inggris Train of Thoughts" is the first

one on the list. This is a book of English language text that was distributed by the Ministry of Education and Human Development by the book center and Curriculum of the Indonesian Ministry of Education and Human Development RI. Because of the many cultures of students, this book's was designed text includes a few instructional elements for teaching English in everyday communication.

The decision to choose English textbooks must consider the cultural content in the textbook whether it predominantly contains the source culture, target culture, international culture or all three of them. Because as Philipson (1992) warned, "if the spread of target language culture is not controlled and filtered, then English can erode the existence of local culture and ultimately the goal of national education is not achieved".

In general, Western culture is introduced as a stereotype that highlights the differences between Western culture and local culture. Therefore, as the most commonly used teaching material in Indonesia, textbooks should be integrated with some cultural information. As the most commonly used teaching material in Indonesia, textbooks must be integrated with some cultural information. Cortazzi and Jin (1999:198) state that EFL (English as a Foreign Language) and ESP (English for Specific Purposes) textbooks are expected to reflect various cultural information sources; recent studies have shown that textbooks should cover students' own cultures (local or source cultures), target cultures, and target cultures internationally.

Based on previous research findings and the background above, this study is focused on a analysis of culture in English textbooks. This book has been minimally researched by previous scholars, leaving many aspects unexplored in depth. This opens up opportunities for further research, both in terms of content, historical context, and its impact on relevant fields. Moreover, the limitations of previous research also indicate that there are still various perspectives that can

be used to understand this book more comprehensively and contribute to the teaching and learning of English. Therefore, the researcher has chosen the title of the study “An Analysis of Cultural Contents Presented in “Bahasa Inggris Train of Thoughts” for XII Grade of Senior High School”.

B. Focus of the Study

This research is focused on analyzing cultural contents that presented in English textbook Bahasa Inggris Train of Thoughts. In this case, the research is focused on analyzing the types of cultural context present in the textbook.

C. Formulation of the Problem

The problems of the research are formulated as follows:

1. What types of cultural contents is mostly presented in the text book of “Bahasa Inggris Train of Thoughts”?
2. What element of culture is mostly presented English textbook “Bahasa Inggris Train of Thoughts”?

D. Purpose of the Study

The main purpose of this study is to describe how target cultures are represented in Bahasa Inggris Train of Thoughts for twelve grade of Senior High School

1. To find out which type of culture is most presented in the English book Train of Thoughts
2. To find out which element culture content is represented in Bahasa Inggris Train of Thoughts for twelve grade of senior high school

E. Significances of Research

This study is expected to give significant contribution for these particular parties:

1. English Teacher

This study is expected to give significant contribution for these particular parties. In the context of function of this book, the teacher emphasizes the most important point regarding the English-language book because it is being used and being given to the student. In the future, it is hope that English teachers will carry out content analysis in relation to the purchase of books for the school. More importantly, this study's goal is to increase students' knowledge of and respect for English language instructors with regard to the material that is presented in their English-language textbooks regarding daily life.

2. Publisher

The content culture issues raised in this research challenge publishers as material developers (either government publishers or commercial publishers) to develop English textbooks for use specifically for students. Representation of the relationship between the state-run, national, and international branches of the cultural movement must be made through high-quality English-language books that upload national standards and objectives.

3. Future studies

This study takes a small scale of research object, a textbook which is published in curriculum 2013 and by picking the third grade only further studies can be conducted in larger scale with various kinds of textbooks and grades and this study can be a foundation to them.

F. Definition of Key Terms

1. Content Analysis

The purpose of a content analysis is to examine, analyze, and evaluate the text under consideration. Analyzing content as a tool of knowledge is one way to determine whether a particular word or idea in a body of text is reliable. Krippendorff (2004) states that content analysis is a research technique for making replicable and valid conclusions from texts (or other meaningful things) in the contexts of their use. Analysis of content serves as a technique that supports strict procedural rules. This topic can be explained and raised by unbiased professional academics. As a method of investigation, content analysis provides new information, advances the understanding of the investigators of the subject phenomenon, and informs practical advice.

2. Cultural Content

Cortazzi and Jin (1999) have stated that the materials in a textbook culturally are categorized into the source culture, the target culture, and the international culture. The source culture refers to Indonesian culture. The target culture refers to British, American, Canadian, Australian, and New Zealand cultures or the culture belong to The Inner Circle countries (Karchu, 1992), and the international culture refers to cultures which do not belong to the source culture and the target culture. By analyzing the book's text according to this criterion, any cultural that is presented there can be fully understood. Researcher use a framework to show culture is presented in book texts. Because of the importance of learning about ethics in language learning, this research uses an evaluation method called-in-depth which focuses on the ethical content of the books being assessed.

3. Textbooks

Textbook is a textbook used in the learning process that is based on the curriculum that is recommended for teachers and students. English language textbooks are quite important for managing the learning process. According to Cunningsworth (1995) textbooks are best seen as a source in achieving aims and objectives that have already been set in terms of learner need. In the teaching and learning activities, textbooks should proportionally present the source culture, target culture, and international culture materials.

