

CHAPTER I

INTRODUCTION

A. Background of the study

Today, English is a foreign language taught to all students from elementary to university level. Students learn this language through textbooks provided in accordance with the educational process and various regulations from the Ministry of Education and Culture, including the English textbook Life Today. It is very important for teachers to evaluate the content of textbooks that will be used in teaching.

One of the main focuses is to assess the cultural elements contained in the book, because understanding culture is very important for smooth cross-cultural communication. Students need to be able to use the language they are learning to communicate, so that students' insight into English culture can help them understand the context when reading English texts from the book. In assessing teaching materials, teachers not only look at students' abilities, but also introduce cultural elements contained in the book, especially in the context of English language learning. Several previous studies related to this cultural analysis have been conducted by a number of researchers.

A textbook is one of the primary sources of the teaching and learning process applied by students and teachers. The Gaudenglish textbook presents various information searches, not only linguistic material but also educational, health, cultural, sports, art, and many more. Additionally, textbooks are essential books to be used in primary and secondary materials, including learning materials

to enhance faith, respect, noble morality, personality, acquisition of science and technology, increased sensitivity, improved abilities, advancement of science and technology, and acquisition of science and technology. This is in line with the competency-based education standards (Permendikbud 2008).

English textbooks should indeed contain cultural material. Some experts argue that language and culture are interconnected. (1) Risager (2001) states that language practices are not possible without being related to other cultural and social practices in the real world. Language not only functions as a tool for communication, but also as a medium for transferring traditions, social norms, and group identities. And through language, a culture can also develop from generation to generation and exist. (2) Additionally, Brown (2001) and Kramsch (1998) show that language and culture are closely linked. This means that language is an expression of cultural reality, an embodiment of cultural reality, and a symbol of cultural reality. Language and culture are combined as a symbol of cultural reality. English as a foreign language is inseparable from its culture Erfani (2014). Diniah (2013) also finds that language cannot be learned without cultural content and the wisdom of society and nation. Therefore, effective language learning must include an understanding of the underlying culture so that natural and constant communication can occur. So it can be concluded that English is closely related to its own local culture, because culture is very common and is also included in the language.

In relation to the above concepts, this study focuses on analyzing the cultural content of English textbooks. Previous studies have shown that the target

culture of textbooks is more dominant. 77.05% of the cultural content is related to the target culture, 13.11% of the cultural environment is related to the source culture, and 09.8% of the cultural environment is related to international culture (Faris, 2014). Kustati et al. (2021) also found that the study was conducted using the title cultural content of ELT textbooks made by the Indonesian Ministry of Education's secondary schools. The purpose of this study was to examine the consumption of culture presented in textbooks for students in Indonesian secondary schools. The methodology used in this study is content analysis based on the Cortazzi & Jin (1999) framework, textbooks, dialogues, and image analysis. This study shows that textbooks contain elements such as target culture and source culture. International culture at various levels is the target culture, the dominant culture introduced in textbooks, and corresponds to up to 57.6%. The indigenous cultural elements displayed on the ICT cover are about one-third or 30.3% of the book content. However, we found that the content related to other international cultures is very limited, with only 12.1% of the equivalent content. Cultural values are emphasized with text, dialogue, and images. This study shows that the content of textbooks is at various levels of national, target and international culture.

Brown (2000) wrote: "Language is part of culture, culture is part of language. The two are so closely woven that they cannot be separated without losing the meaning of language or culture." In other words, language is a way for people to communicate and interact with others, and is responsible for the development of culture. Given the inseparable relationship between language and

culture, more and more scholars and educators emphasize the important role of culture in linguistic teaching and learning. This means that when teachers learn to teach, they must be aware of the target culture which is different from just British and American culture. In this study, “cultural aspects” were expanded to five factors (products, practices, perspectives, communities, and people) by including Moran (2001). Furthermore, “cultural categories,” known as cultural source identification, were used by Cortazzi & Jin (1999)

In addition to language materials, this textbook also contains cultural representations that play an important role in developing students’ intercultural competence. As Cortazzi and Jin (1999) point out, cultural content in textbooks can be categorized into source culture, target culture, and international culture. Analyzing the cultural content of the textbook is therefore necessary to understand whether it provides a balanced representation of those categories. This textbook is considered significant to be analyzed because it is the newest English textbook for Grade XII based on the revised 2013 Curriculum. As an official publication by the Ministry of Education and Culture, it is widely used in Indonesian schools, which makes its quality and content highly influential in the teaching and learning process. Furthermore, there are still limited studies focusing on this latest edition, so this research is expected to fill the gap and contribute to the field of English language education, particularly in the area of textbook evaluation and cultural studi.

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

Therefore, The researcher has chosen the title of the study “Analysis of cultural content in “Bahasa Inggris Life Today” textbook used by Grade XII Senior High School”

English Book "Life Today" is a textbook intended for high school students in grade XII, developed by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia as part of the Merdeka Curriculum. This book is designed to make it easier for students to understand and apply English concepts contextually and communicatively, with an emphasis on strengthening speaking and writing skills at the B2 CEFR (Common European Framework of Reference for Languages) level. Overall, "Life Today" is a comprehensive and contextual book, combining English learning with current issues and student character development, so that it does not only focus on language, but also on students' readiness to face global and local challenges.

B. Focus of the Study

This study is concerned with analyzing the types of cultural content represented in the English textbook Bahasa Inggris Life Today, with a particular focus on how cultural categories are portrayed throughout the material.

C. Formulation of the Problem

1. What type of cultural content is mostly presented in the textbook Bahasa Inggris Life Today?

D. Purpose of the Study

The main objective of this study is to identify and analyze the type of cultural content that is most prominently represented in the English textbook Bahasa Inggris Life Today for twelfth-grade high school students.

“To determine which type of culture source, target, or international is most represented in the textbook Bahasa Inggris “Life Today.”

E. Significant of the Problem

This problem is significant based on the problem observatings

1. To increase the author's understanding of the form and amount of cultural content representation in the 2022 edition of the Life Today English textbook.
2. Helps the writer to see the proportions of source culture, target culture, and international culture more clearly so that they can be compared with relevant theories.
3. Train writers to conduct critical and systematic analysis of teaching materials.
4. Providing research experience that can be used as a provision for further study and future teaching practice.

F. Significance of Research

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

1. English Teacher

This study aims to make a significant contribution to certain parties. In the context of the functionality of this book, teachers emphasize the most important points from the perspective of English books. In the future, we hope that English teachers will conduct content analysis in relation to purchasing school books. Even more importantly, the purpose of this study is to increase students' knowledge of English teachers' respect for the material presented in English textbooks in relation to everyday life.

2. Future studies

This study was a textbook published in the curriculum in 2013, and by selecting third grade students, only a large-scale study with a wide range of textbooks and grades could be conducted.

3. Implication for Curriculum

it provides input to consider a more balanced cultural content in English textbooks.

4. For English Education students (TBI)

it enriches their understanding of the role of culture in language teaching and prepares them as future teachers.

5. For society

it raises awareness of intercultural understanding while maintaining local cultural identity.