

CHAPTER I

INTRODUCTION

This chapter presents the general description of the research. It covers background of the research, research questions, aims of the research, significance of the research, research methodology, and organization of paper.

1.1 Background of the Research

There are many propounded definitions about what culture is. One hundred and seventy five separate definitions were listed in a book entitled *Culture* written by Alfred Kroeber and Clyde Kluckhohn in 1952 (Vivelo, 1997). From numerous definitions of culture, Vivelo (ibid) divided culture into two major views. The first is the totalist view in which culture is viewed as ways of life. The second is the mentalist view in which culture is viewed as ideational or conceptual system formulated to be the codes of behavior or the standards of appropriateness. By combining both of the view, it can be concluded that the term culture covers many aspects in society. In its relation to language, culture and language are inseparable and bound to each other (Kramsch, 1998; Brown, 2000). Kramsch (1998) stated that language is the expressions of cultural reality, the embodiments of cultural reality, and the symbols of cultural reality. 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). 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 (Aliakbari, 2004). Since the spread of certain language through textbooks can influence language learners' attitude, the decision on choosing English textbook should take the cultural contents in textbooks into consideration. Philipson (1992) warned that

English can erode the existence of local culture if the spread is not controlled and filtered. The statement might hold true as Littlejohn and Windeatt (1989 cf McGrath, 2002) stated that hidden curriculum comprising certain values and ideology is hid in language learning materials.

In terms of English language teaching through textbooks, some scholars for example Hinkel (1999) and Dat (2008) suggested that the target culture should take more proportion in order to bring the cultural context of the native speakers. On the contrary, the other scholars argued that the source culture should take more proportion in English textbooks due to the status of English as an international language and familiarity theory in language teaching (McKay, 2003; Brown, 2000; Cunningsworth, 1995). However, there are some scholar taking a more neutral position, for example Peterson and Coltrane (2003) and Kramsch (1991). They stated that English language teaching should teach both the target and the source culture in a non-judgmental way where the differences between the target and the source culture do not clash with each other. The balanced proportion of both the source culture and the international culture seem to be the win-win solution in this intense discussion.

In Indonesia, the general objective of national education is educating Indonesian students to be religious, well-mannered, healthy, clever, creative, independent, responsible, nationalist, and democratic citizens (Kemendikbud, n.d). The objective is set according to the cultural value and ideology of the nation and applied in all school subjects including English. Considering textbooks play important roles in English language teaching, English textbooks evaluation needs to be conducted. According to Fernandez et al (2011), the factors influencing the selection process of textbook in Indonesia vary from financial issue, the relation to certain publishers, to the visual appearance of the textbooks. Then, the tendency that the textbooks chosen are not appropriate in term of cultural contents exists since the reasons of choosing the textbook used may not consider the contents of the textbook. Some investigations of cultural contents in English textbooks show various findings. Matsuda (2003) found the source culture contents in English textbooks in Japan insufficient. On the other hand, Olajide

(2010) found that the source culture contents in Nigerian context sufficient. Yet, the representation of the source culture does not inform textbooks users how the cultural contents occurred in the real life situation. In Indonesia, Hermawan and Noerkhasanah (2012) also found more representation of the source culture than the target culture in three English textbooks for primary schools. However, the representations were not enough in terms of promoting the source culture.

This research investigates what cultures are represented in the English textbook for a senior high school in Cianjur, West Java, and how the cultures in the textbook are represented. This research is qualitative in nature. The four senses of culture framework propounded by Adaskou, Britten & Fahsi (1990) is used to analyze the English textbook entitled *Look Ahead* grade three published by *Airlangga* publisher.

1.2 Research Questions

The research is geared toward answering the following research questions:

1. What cultures are represented in the English textbook for a senior high school in Cianjur, West Java?
2. How are the cultures represented in the English textbook for a senior high school in Cianjur, West Java?

1.3 Aims of the Research

This research aims at:

1. Investigating what cultures are represented in the English textbook for a senior high school in Cianjur, West Java.
2. Investigating how the cultures are represented in the English textbook for a senior high school in Cianjur, West Java.

1.4 Scope of the Research

This research focuses on investigating the cultural content of the English textbook used by the third grade students at a senior high school in Cianjur, West Java. Culture in this research is categorized into the source culture, the target

culture, or the international culture (Cortazzi & Jin, 1999). Culture in the textbook is also viewed based on the framework of four senses of culture (Adaskou, Britten, & Fahsi, 1990), dividing cultures into the aesthetic sense, the sociological sense, the semantic sense, and the sociolinguistic sense.

1.5 Significance of the Research

This research is expected to provide theoretical, practical, and professional benefits.

1. Theoretical benefits

The results of this research are expected to enrich the theories of English textbook development in Indonesia. The findings of this research may be used as one of the references for the next cultural content investigation in English textbooks.

2. Practical benefits

The results of this research will reveal what are the strengths and weaknesses of the textbook investigated in term of cultural content. The findings of this research furthermore are expected to help teachers and learners to choose the appropriate textbook in term of cultural contents. Teachers and learners may be able to identify and evaluate what kind of cultural contents are appropriate or inappropriate in the textbook they use after reading this research.

3. Professional benefits

This research will reveal what cultures are represented and how the cultures are represented in the textbook. The proportion of each category of culture and how each category of culture is represented will be portrayed. The results of this research can help educational institution to develop English materials, especially in determining the proportion of the source culture, the target culture, and the international culture in textbooks.

1.6 Research Methodology

1.6.1 Research Design

This research generally is descriptive qualitative research attempting to “investigate quality of relationships, activities, situations, or materials” (Fraenkel, Wallen, & Hyun, 2012, p.426). As the specific matter is thoroughly described in this research, this research is descriptive in nature. This research investigated the representation of cultural content in the selected textbooks from the data collected in the reading passages. A Systematic technique for analyzing message content and message handling was employed in this research. How communication occurs between certain communicators in the textbook was also observed and analyzed. The result of recorded data is shown in data percentages.

The categorization of cultures in the textbooks was based on Cortazzi & Jin (1999), categorizing culture into the source culture, the target culture, and the international culture. The source culture in this research refers to Indonesian cultures. The target culture in this research refers to the countries of The Inner Circle such as England and America, and the international culture in this research refers to the cultures of Outer Circle and Expanding Circle-countries (Kachru, 1992 cf. Jenkins, 2009). The categorization of culture was employed to determine what cultures are represented in the textbook. While to investigate how the cultures are represented in the textbook, cultural contents found were also categorized based on the four senses of culture framework proposed by Adaskou, Britten & Fahsi (1990). The framework divides cultures into four categories: the aesthetic sense, the sociological sense, the semantic sense, and the sociolinguistic sense.

1.6.2 Data Collection

The data of this research were collected from an English textbook entitled ‘Look Ahead’ book three written by Th.M.Sudarwati and Eudia Grace, published by Airlangga. The reasons why the source was selected mainly were because of its

practicability and usability. Practicability in this sense means that the source of the data was relatively easy to find due to wide publication of the source in society, while usability refers to the usage of textbooks by students and teachers in English classroom, especially in Cianjur, West Java. By taking those two considerations into evaluation process, this research investigated what kind of book is used in the community especially in English education environment, and whether the book is in line with cultural context of the book users or not.

The data of the research mainly were in the form of reading passages. The reading passages were chosen since they have high possibility to contain cultural values (Adaskou, Britten & Fahsi, 1990). The data were collected by selecting the reading passages available in each unit of the textbook. The number of reading passages in the textbook is 38.

1.6.3 Data Analysis

Data analysis was divided into two main steps. The first step was analyzing the presence of cultural contents in the selected sources based on the categorization of culture by Cortazzi & Jin (1999). The source culture in this research refers to Indonesian culture. The target culture in this research refers to British, American, Canadian, Australian, and New Zealand cultures as The Inner Circle country's (Kachru, 1992 cf. Jenkins, 2009), and the international culture in this research refers to cultures which do not belong to the source culture and the target culture. This step was conducted in order to reveal what cultures are represented in the textbook. Then, the cultural contents of the reading texts were perceived in term of culture in four senses by Adaskou, Britten, & Fahsi (1990) which are the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense in order to investigate how cultures are represented in the textbook.

Then, the frequency of the data analyzed was converted into percentages. The data frequency was analyzed to investigate what cultures occurs most frequently and how the cultures are represented most frequently in the textbook

investigated. The findings were presented in form of tables and graphs. The results of the research then were discussed qualitatively.

1.7 Clarification of Terms

- a) **Culture:** ways of life of people and ideational or conceptual system formulated to be the code of behavior and standard of appropriateness (Vivelo, 1997).
- b) **The Four Senses of Culture:** the framework dividing culture into the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense (Adaskou, Britten & Fahsi, 1990).
- c) **The Inner Circle countries:** The Inner Circle country refers to the countries using English as the native language/first language. It consists of the native English-speaking countries which are Australia, Canada, New Zealand, the United Kingdom, and the United States (Kachru, 1992 cf. Jenkins, 2009).
- d) **The Outer Circle countries:** The Outer Circle country refers to the countries using English as their second language or official language. It consists of the former colonies or spheres of influence of the United Kingdom and the United States such as India, Kenya, Nigeria, the Philipines, and Singapore (Kachru, 1992, cf. Jenkins, 2009).
- e) **The Expanding Circle countries:** The Expanding Circle country refers to the countries where English is considered as a foreign language yet it is used in the domains of education, science, and technology. The examples of The Expanding Circle countries are China, Japan, Taiwan, Thailand, and Indonesia (Kachru, 1992, cf. Jenkins, 2009).
- f) **The source culture:** the source culture refers to learner's own cultures (Cortazzi & Jin, 1999). In this research refer to Indonesian culture.
- g) **The target culture:** the target culture refers to the cultures of countries where the target language is used as the first language (Cortazzi & Jin, 1999). In this research refer to The Inner Circle countries' culture.

- h) The international culture:** the International culture refers to the cultures that are neither the source culture nor the target cultures; it is the culture of English- or non-English-speaking countries around the world, using English as an international language (Cortazzi & Jin, 1999).
- i) English Textbook:** materials specially designed for English learning and teaching that have been specially selected and exploited for teaching purposes (McGrath, 2002 p.8).

1.8 Organization of Paper

This paper is organized into five chapters as follows:

CHAPTER I INTRODUCTION

This chapter presents background of the research showing the current burning issue regarding the topic of the research. To some extent, the research is discussed and formulated into the research questions, aims of the research, significance of the research, and the research methodology.

CHAPTER II LITERATURE REVIEW

This chapter presents the theories grounding the investigation of the research. Since the research is concerned with the cultural content of English textbooks, the theories presented in this chapter are focused on cultural studies theories, cultural analysis theories, and English learning materials theories.

CHAPTER III RESEARCH METHODOLOGY

This chapter presents further explanation of research methodology employed in this research. This chapter also explains the detailed information of the data and the framework used to analyze the data.

CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter presents the results and findings of the research obtained from the methodology and procedures adhered. The data are presented in statistics

and description. After the finding of entire data collected, the discussion point is presented in summary.

CHAPTER V CONCLUSION

This chapter presents the conclusion of the research. Adjacent to that, suggestion section presents ideas and hints are presented for benefits and developments of the next study regarding cultural content analysis and English learning materials development.

1.9 Concluding Remark

This chapter has presented the principles underlying the study including background of the research, research questions, aims of the research, significance of the research, research methodology, and organization of paper. The next chapter deals with literature review.