

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction of the study which covers background of the study, research question, aim of the study, scope of the study, significance of the study, clarification of terms, organization of the paper and concluding remark.

#### **1.1. Background of the Study**

Textbook is a manual of instruction or a standard book in any branch of study which is commonly used by teachers as a source for teaching and learning process in classroom (Brown, 2000 & McGrath, 2002). It plays a very important role for the success of teaching and learning. In Indonesia, textbook is considered as a primary source for language learning and used by Indonesian teachers because it provides educational texts, language models, input and a large number of exercises covering all the language skills to offer the learner opportunities for language practice (Cunningsworth, 1995 & Richards, 2002). According to textbook's various functions in language learning, some aspects should be owned by a textbook to make sure that it is appropriate for language learners. Some textbook's aspects have been listed by Sheldon (1988) and Kitao (1997) such as availability, user definition, layout, appropriacy, authenticity, sufficiency, educational validity and information on culture.

As it is clearly mentioned by Sheldon and Kitao, culture becomes an essential aspect to be taken into consideration in choosing a textbook. In line with Sheldon and Kitao, Lund (2006, p. 45) affirms that textbook plays important roles to provide valuable inputs in exposing students to new cultural expressions and diversity of culture. Therefore, cultural aspects in English textbook can be presented in verbal and visual texts. Thus, this study is focused on analyzing the

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***THE PORTRAYAL OF THE SOURCE AND THE TARGET CULTURES IN PICTURES OF AN ENGLISH TEXTBOOK***

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visual text in pictures portrayed in English textbook for junior high school printed by Indonesia Ministry of Education and Culture. Visual grammar developed by Kress and van Leeuwen (2006) is a framework to examine the cultural aspects in the pictures. Furthermore, Stokes (2002) also explains that visual grammar analysis becomes necessary to conduct since the presence in visual elements in teaching and learning is increasing.

There are some opinions regarding the cultural proportion in textbook. Cortazzi & Jin (1999) find the benefits on English textbook which uses more source culture in English language teaching so the learners can learn language in their own social context and they are able to explain their own culture using English. In line with previous statement, McKay (2003), Brown (2000), and Cunningsworth (1995) say that the source culture should take more proportion due to the status of English as an international language. On the contrary, Byram, Esarte-Sarries, Taylor, & Allat (1991) offer the idea that foreign language learning should introduce the target culture so that the learners are able to understand and use the language in its original setting. To maintain learners' attitudes toward both source and target language, the researcher believes that the inclusion of both cultures should be made balance. It is supported by Peterson & Coltrane (2003) and Kramsch (1993) state that the balanced proportion of source culture and target culture is important as long as both cultures do not clash.

In the meantime, there is lack of study regarding the cultural aspect in pictures portrayed in the textbook. Thus, this study attempts to fill the gap by investigating the source and the target cultures portrayed in the textbook published by Indonesia Ministry of Education and Culture entitled *Bahasa Inggris: When English Rings a Bell for Grade VII*. This study investigated the source culture and the target culture addressed in the textbook. This study was qualitative in nature and employ

The Four Senses of Culture framework developed by Adaskou, Britten, & Fahsi (1990) and visual grammar framework by Kress & van Leeuwen (2006).

## **1.2 Research Question**

As stated in previous section, this study was conducted to find out:

1. How are the source and the target cultures portrayed in the pictures in English textbook for Junior High School entitled *Bahasa Inggris: When English Rings a Bell for Grade VII*?

## **1.3 Aim of the Study**

This study is attempted to discover:

1. How the source and the target cultures are portrayed in English textbook for Junior High School entitled *Bahasa Inggris: When English Rings the Bell for Grade VII*.

## **1.4 Scope of the Study**

This study focused on investigating how the source and the target cultures are portrayed in English textbook entitled *Bahasa Inggris: When English Rings a Bell for Grade VII* through selected pictures in the textbook. There were eleven pictures taken from eleven chapters in the textbook. Thus, pictures in form of charts, tables and diagrams do not comprise in this study. Texts accompanying that may explain the pictures are also attached. Selected pictures were restricted to pictures that carry cultural aspects. Cultural aspects in the pictures can be in form of the character's clothes, arts, customs, foods, and norms. The cultural aspects

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will be completely described in the following chapter. Furthermore, the cultural aspects can be in the domain of the source culture, the target culture, or the international culture. Hence, this study was focused on the representation of culture portrayed in pictures contained in English textbook for junior high school by using the theoretical framework of visual grammar by Kress & van Leeuwen (2006) and cultural content framework developed by Adaskou, Britten, & Fahsi (1990).

### **1.5 Significance of the Study**

This study attempts to offer theoretical, practical and professional contributions. Theoretically, this study is expected to enrich the literature on English textbook evaluation especially in the topic of representation of culture. The findings of this study can be used as one of references for the next cultural content in English textbooks research. Practically, the result of this study is expected to be a consideration in selecting English textbook for teaching and learning process related to its cultural content. Also, with this study, teachers and learners are expected to be able to select the appropriate cultural contents carried in the textbook they used. Professionally, this study signifies the cultures represented in the textbook and encourages other researchers to develop further studies regarding the topic. The findings of this study are also expected to help textbook writers to develop English materials in terms of cultural content in textbooks.

### **1.6 Clarification of Terms**

To avoid misperception about main terms that will be used in this study, the definition of the terms will be elaborated in this part.

#### **a. Textbook**

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Textbook is a manual of instruction or a standard book in any branch of study. It is the most obvious and most common form of material support for language instruction (Brown, 2000, p. 156). Textbook in this study refers to a book entitled *Bahasa Inggris: When English Rings a Bell for Grade VII* published by Indonesia Ministry of Education and Culture.

#### **b. Culture**

Culture is a shared knowledge within a group of people which reflected in the four senses of culture namely the aesthetic sense, the sociological sense, the semantic sense and the pragmatic sense (Adaskou, Britten, & Fahsi, 1990; Moran, 2001, p. 4; Rajabi & Ketabi (2012, p. 705).

#### **c. Picture**

Picture is a visual aid, a means of transmitting information to inexperienced listeners and readers that could not be conveyed by words alone (Nodelman, 1988, p. 3).

#### **d. Source Culture**

Source culture refers to the learners' native culture. In this study, source culture refers to Indonesian culture (Cortazzi & Jin, 1999, p. 197).

#### **e. Target Culture**

Target culture refers to the culture of the country where English is spoken as the first language (Cortazzi & Jin, 1999, p. 197).

#### **f. Visual Grammar**

Visual grammar is a study of the components of picture or drawing which includes the structure of form of space and compositional layout which determine the illustrator's point of view (Kress & van Leeuwen, 2006, p. 3)

## **1.7 Organization of the Paper**

In this chapter, the findings of the research result is presented and discussed.

### **CHAPTER I: Introduction**

In this chapter, the general description of the paper is elaborated. It includes background, statement of problems, purpose of the study, scope of the study, significance of the study, clarification of key terms and the organization of the paper.

### **CHAPTER II: Literature Review**

In this chapter, the theoretical frameworks that are relevant for the study are served as the foundation to rely upon in the data analysis.

### **CHAPTER III: Research Methodology**

This chapter discusses the method of the study. It covers the design of the research, subject of the study, data collection and analysis of data.

### **CHAPTER IV: Findings and Discussions**

In this chapter, the findings of the research result is presented and discussed.

### **CHAPTER V: Conclusions and Suggestions**

This is the last chapter of this paper. It contains writer's interpretation of the study from what have gained from the research result. There is also suggestion and recommendation for the reader on next research.

## **1.8 Concluding Remark**

This chapter has elaborated the introduction of the study. It has presented background, statement of problems, purpose of the study, scope of the study, significance of the study, clarification of key terms and the organization of the paper. In next chapter, this paper will discuss the literature review of the study.