

## CHAPTER I INTRODUCTION

This chapter presents an overview of this study. It consists of eight sections which are: background of the study, research question, purpose of the study, scope of the study, significance of the study, research methodology, clarification of terms, and organization of the paper.

### 1.1 Background of the study

Culture has an important role in foreign language teaching. Linguists and anthropologists have long recognized that cultural values of a society can be reflected in its language (Peterson & Coltrane, 2003). This has made language and culture to become indivisible, since language and culture cannot be separated without losing the importance of either language or culture (Brown, 2000, p. 177). Thus, as the language signifies the cultural context in which it is used, it is inevitable to learn the culture underlying the language being learned (Kilickaya, 2004). The existing curriculum in Indonesia, *Kurikulum Tingkat Satuan Pendidikan 2006* (School-based curriculum), also ascertains the importance of culture in language learning as it is stated in Content Standard of National Education Standard that one of the objectives of learning English is for the students to gain more understanding of the interrelation between language and culture (Badan Standar Nasional Pendidikan, 2006, p. 124).

Furthermore, speaking in a foreign language without understanding its culture could cause the appropriateness of cultural norms to be violated and it will lead to sociopragmatic or communication failure and also stereotyping (Thomas, 1983 cited in Hinkel, 1999). Thus, cultural learning is considered as an important element in language teaching (Hadley, 2001, p. 345). In the process of foreign language teaching, culture can be conveyed or communicated through the teaching material, including textbooks (McGrath, 2002). In this case, textbook also becomes an essential part in English language teaching (Hutchinson &

Torres, 1994, p. 317) as it could be the resource of cultural content. The cultural content mirrored in the textbook could cover the learner's own culture, the culture of the language being learned, and the variety of culture around the world (Cortazzi & Jin, 1999, pp. 204-205). More importantly, Cortazzi & Jin (1999) also argued that it is essential to include the variation of cultural content in the textbook in order for the students not to see only a monolithic culture (p.204).

There are substantial amount of researches related to the analysis of cultural content in English textbook. For instance, in China, Juan (2010) analyzed the cultural content in a college EFL textbook of non-English major. The study revealed that the cultural content in the selected textbook had not been given specific attention and the textbook mostly involved the target language culture in the text (Juan, 2010). On the other hand, unbalanced proportion of cultural content was found in Indonesian ELT textbook in which the source culture holds the main cultural focus of the textbooks (Noerkhasanah, 2011). In addition, Clarke and Clarke (1990) reported that cultural content in British EFL materials are often presented with stereotypes and bias in terms of gender, race, class, and religion (cited in Reimann, 2009).

The foregoing studies have shown that the cultural content is provided in ELT textbooks. However, the cultural content in textbooks is often lack of appropriate presentation and representation. Therefore, this study attempts to see how the source culture, in this case Indonesian culture, and the target culture, as well as the international target culture in two selected English textbooks are represented through the framework of culture in four senses. The textbooks are two local English textbooks used for senior high school in Indonesia: *Developing English Competencies for Grade X* and *Interlanguage for Grade X*. The textbooks were claimed to comply with the requirement set by *Badan Standar Nasional Pendidikan* (National Education Standardization Board). The copyright of the books is owned by the Ministry of Education and Culture and the books have been officially approved for nationwide usage. The digital version of the books is also available on the Ministry's website and it can be downloaded for free. The books

were selected as the government recommends the textbooks to be used in Indonesian public schools (Pusat Kurikulum dan Perbukuan, 2006).

## **1.2 Research Questions**

This study sought to find the answer to the following questions:

1. What type(s) of cultural content (whether it is source culture, target culture, or international target culture) is prominently presented in the textbooks?
2. How is the cultural content in the textbooks represented in four senses of culture?

## **1.3 Purpose of the Study**

The purpose of this study is to investigate the cultural content represented in two selected English textbooks provided by the Ministry of Education and Culture in terms of the type of cultural content presented and how it is represented in four senses of culture. Further recommendation based on the study in regard to cultural content in textbook is given.

## **1.4 Scope of the Study**

This study is included into the subject of textbook evaluation. In order to make the discussion more specific, the scope of the study is limited to the analysis of cultural content described in the reading passages provided in the textbooks. The analysis of culture in this study is based on the types of culture in language materials by Cortazzi & Jin (1999) and four senses of culture suggested by Adaskou, Britten, and Fahsi (1990).

## **1.5 Significance of the Study**

The result of this study is expected to make a useful contribution to the field of English Language Teaching in terms of how to provide the appropriate representation of culture in textbooks for EFL. The finding is expected to provide recommendation for the textbook author or material developer to reconsider the

cultural content integrated into the learning material in English textbooks. Moreover, the result of this study hopefully could offer suggestions for English language teachers in selecting the textbook to be used in classroom.

## **1.6 Research Methodology**

### **1.6.1 Research Design**

Qualitative research is employed as the approach to this study. Qualitative research is defined as the type of research study that “investigates the quality of relationships, activities, situations, or materials” (Fraenkel, Wallen, & Hyun, 2012, p. 426). In addition, this study is descriptive in nature as it is thoroughly describing a specific matter (Fraenkel, Wallen, & Hyun, 2012, p. 15). The data are analyzed by using the concept of four senses of culture adapted from Adaskou, Britten, and Fahsi (1990), and the types of culture in language materials proposed by Cortazzi & Jin (1999).

### **1.6.2 Data Collection**

The data were collected from two English textbooks for Senior High School grade X. The first one was *Developing English Competencies* and the second one was *Interlanguage*. Both were published by *Pusat Perbukuan Departemen Pendidikan Nasional*. The data collected are in the form of the reading passages in each textbook. The textbooks were selected as the source of the data because the textbooks were claimed to comply with the requirement set by *Badan Standar Nasional Pendidikan* (National Standardization Board) and the source of the data is not difficult to find since the digital version of the books can be downloaded for free on the Ministry's website.

### **1.6.3 Data Analysis**

The data analysis consists of three stages. First, to establish the presence of the cultural content, the data from the textbooks were divided into source culture, target culture, and international target culture. Second, the representation of source culture, target culture, and international target culture was analyzed using

the concept of four senses of culture proposed by Adaskou, Britten, and Fahsi (1990). Third, interpretations were built to measure how the cultural content is represented in the reading passages of the two textbooks.

### **1.7 Clarification of Terms**

In order to avoid misinterpretation related to the basic concept in this study, in the following is the explanation of the specific terms used.

#### **Cultural Content**

Cultural content refers to the cultural information represented in the teaching material, including the textbook.

#### **Textbook**

Textbook is an organized and pre-packaged set of teaching/learning materials (Hutchinson & Torres, 1994).

#### **Textbook Analysis**

According to McGrath, the analysis of textbook is a process to examine a textbook that involves a description process in order to understand what assumptions and beliefs lie beneath the surface (McGrath, 2002).

#### **Textbook Evaluation**

Textbook evaluation is a process to discover particular aspects provided in textbook and to put value on it (McGrath, 2002).

#### **Source Culture**

Source culture in this sense is the learners' native culture (Cortazzi & Jin, 1999). It means that the source culture here refers to Indonesian culture.

#### **Target Culture**

The target language here is English language, thus the target culture is the culture of the country where English is spoken as the first language (Cortazzi & Jin, 1999). The target country refers to the countries that belong to Kachru's inner circle which are Australia, Canada, New Zealand, United Kingdom, and United States of America (Kachru, 1985 cited in Kachru & Smith, 2008, p.4).

### **International Target Culture**

International target culture is the variety of culture in the world, where the target language is spoken as the second language or as an international language (Cortazzi & Jin, 1999). It means that the international target culture refers to the culture that does not belong to the source culture or target culture.

### **Four Senses of Culture**

Four sense of culture in this study refers to the theory of culture suggested by Adaskou, Britten, & Fahsi who said that the concept of culture can be divided into four 'meaning' of culture: the aesthetic sense, sociological sense, semantic sense, and pragmatic (sociolinguistic) sense (Adaskou, Britten, & Fahsi, 1990).

### **1.8 Organization of the Paper**

The organization of the paper consists of five chapters as in the following.

Chapter 1: Introduction. This chapter points out the background of the study, research question, aims of the study, scope of the study, significance of the study, research methodology, clarification of terms, and organization of the paper.

Chapter 2: Literature Review. This chapter provides the theories related the topic of this study. It covers: the definition of culture; types of culture; cultural framework in language teaching; culture in four senses; the use of textbook in Indonesia; cultural content in textbook; the role of textbook in foreign language teaching; English textbook evaluation; cultural presentation and representation in English textbook; and relevant research on cultural content in English textbook.

Chapter 3: Research Methodology. In this chapter, the details of research

methodology will be elucidated.

Chapter 4: Findings and Discussion. This chapter presents the result of the study and the analysis of the findings.

Chapter 5: Conclusion and Recommendation. This chapter presents the conclusion based on the study conducted and points out some suggestions or recommendations.

